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ABSTRACT

This report describes a three-year project at Fordham University (New York) to develop three core courses for a new Master of Arts in Liberal Studies (MALS) program for students seeking an advanced, critical, and multidisciplinary approach to contemporary social and ethical issues. During the first year a multidisciplinary planning committee developed syllabi for the first two courses: "The Nature of Responsibility" and "Human Responsibility in Action." The third course is an integrative seminar taken at the conclusion of the program and after completion of seven electives relevant to a major issue selected by the student. During the second year, the program was implemented with 17 students. Emphasis during the third year was on program institutionalization and internal and external evaluations. The program has become well accepted and a favorite of the New York City "Mayor's Fellowships" for exceptional city employees. However, internal evaluation comparing critical skills of students beginning the program and after their first year did not find a significant improvement. After an executive summary and project overview, individual sections describe the project's purpose, background and origins, components, and results. Appended are the course syllabi, evaluation reports, symposia flyers and program brochure. (DB)

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ED 415 750

Designing Three Core Courses for an Ethically Oriented MALS Program

Grantee Organization:

Fordham University
East Fordham Road
Bronx, New York 10458

Grant Number:

P116B91438

Project Dates:

Starting Date: September 1, 1989
Ending date: August 31, 1992
Number of Months: 36

Project Director:

Robert O. Johann
Department of Philosophy
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East Fordham Road
Bronx, New York 10458

FIPSE Program Officer(s):

David Arnold
Sherrin Marshall
Joan Straumanis

Grant Award:

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Year 2: $ 41,983
Year 3: $ 33,331
Total: $118,865

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SUMMARY

The project was to design three core courses for a new M.A. in Liberal Studies at Fordham University which would be aimed at students seeking an advanced, critical and multidisciplinary approach to important contemporary issues. The objective of Fordham's MALS is to enhance the student's capacity for informed practical judgment regarding the complex social and ethical problems of today's world. This has meant organizing the multiple offerings of a modern graduate school around the central and controlling theme of responsible human praxis, using the university, so to speak, as a resource in the pursuit of practical wisdom. The function of the core courses is to make this central focus explicit and operative.

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Project Products:

1. Syllabi: Core I original and revised
   Core II: Environmental Pollution (1991)
   Plagues and People (1992)
2. Dr. Geisinger's Report
3. Dr. Williamson's Report

Project Title

Designing three core courses for an ethically oriented MALS program.

Grantee Organization: Fordham University
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EXECUTIVE SUMMARY

A. Project Overview: The three-year project has been to design, implement and ultimately evaluate three core courses for a new, ethically oriented Master of Arts in Liberal Studies program at Fordham University. The program is aimed at students seeking an advanced, critical and (inevitably) multidisciplinary approach to complex social and ethical issues and its objective is to enhance their capacity for making responsible judgments about such issues. The idea is to organize the multiple offerings of the university around the central theme of practical wisdom. The function of the core courses is to make this central theme explicit and operative.

The first year of the project was devoted to developing syllabi for the core courses, especially the first two. To this end a multidisciplinary planning committee (which later became the program's Faculty Advisory Committee) was instituted, with members from Biology, English, History, Philosophy, Political Science, Psychology, Sociology/Anthropology, and Theology. This committee held fifteen sessions and produced syllabi for "The Nature of Responsibility"(Core I) and "Human Responsibility in Action"(Core II). Also discussed during the first year were the evaluation procedures to be developed and applied during the second and third years.

The second year of the project (1990-1991) was one of getting the program underway and of starting the evaluative process. Eleven students enrolled in the program in September and six more in January. The September group was given evaluative tests at both the start and conclusion of the academic year for purposes of comparison.

Although the first core course was well received, student feed-back did indicate the need for some revisions. These were made and then introduced the following year. The first semester was also a time when the Director interviewed each of the students in depth about the area of interests to be pursued in the program. This not only provided a basis for choosing appropriate electives, but also emphasized the point of the program as a whole, viz., the use of the university as resource

in the pursuit of practical wisdom. Closely connected with this central theme is the requirement that in the course of their studies students attend four multidisciplinary symposia. Planning these is one of the main responsibilities of the Faculty Advisory Committee. These symposia have now become regular biannual university events and done much to familiarize the other university departments with the nature of the new MALS Program and with the special needs of its non-traditional students. The Director's meeting with the Graduate Council of Chairpersons in February also served this end.

The third and final year of the project was especially concerned with completing the institutionalization of the new MALS Program, securing formal internal (Dr. Geisinger) and external (Dr. Williamson) evaluations, and planning for the future.

B. Purpose: The problem addressed by the project was the specific one of limited ethical sensibilities due to the dominant scientific and technological orientation of our culture and the consequent reduction of ethical values to the status of individual, non-rational commitments. In response to this situation, the MALS Program at Fordham seeks to institute a genuinely deliberative dialogue about some complex issues confronting and dividing America, and to give students the experience of talking reasonably about them and of reaching reasonable conclusions.

C. Background and Origins: The Fordham project has its origins in the conjunction of several circumstances. One is the ever increasing intellectual fragmentation that has resulted from ever increasing specialization and created a felt need for some kind of synthesis. This desire for the "big picture" and the growing realization that no single department or discipline can provide it is what underlies the interest of many students in liberal studies programs. The difficulty is that often the multidisciplinary venture becomes a kind of intellectual smorgasbord lacking in intellectual rigor. This is where a second circumstance comes in--that, namely, of Fordham's Jesuit tradition. Fordham's Catholic and Jesuit background has always meant an emphasis on questions of value and morality, along with the idea that the intellectual life, howevermuch an end in itself, is also and always a means in the service of God and man and in the creation of a more humane world. This conception of knowledge in the service of practice is what provides the rationale of the Fordham MALS Program. The university is converted into a multifaceted resource for building a better world and in their relevance to this universal project the many departments that make it up find a unifying focus.

D. Project Description: The main idea of the project is to set up a program of liberal studies in which the many lines of possible inquiry are united to one another in their bearing on the resolution of some complex social issue. This underlying rationale is what accounts for the program's two parts. One

part poses the practical question of responsible conduct, i.e., what is the appropriate response called for by what is known; the other explores just what it is that is known, i.e. what are the relevant facts and considerations to be taken into account in reaching a sound decision.

Posing the question is the task of the first two core courses. The third, an Integrative Seminar, is taken at the conclusion of the program and after the set of (seven) electives which comprise its second "fact-finding" part. In the seminar the students develop a paper expressing their personal and considered judgment on some complex issue of their choice whose implications and ramifications they have pursued in the elective part of the program.

This elective part, chosen (in conjunction with the Director) from among courses already offered by the different graduate departments on the basis of their relevance to the issue in which thee student is interested, thus provides the basis for the student's own judgment. All in all, there are thus 30 credits of course-work in the program, 9 required and 21 elective, plus the required attendance at four of the above described multidisciplinary symposia.

E. Project Results: The chief result of the project is the institution at Fordham University of a new and successful program that promotes, for students and faculty alike, a genuine process of rational deliberation about complex social issues. FIPSE had expressed an interest in projects fostering the development of "social vision and moral understanding." Fordham's new Master of Arts in Liberal Studies, the fruit of its FIPSE project, is a step in that direction. This is why, perhaps, it has become so popular with the New York City "Mayor's Fellowships" for exceptional city employees. At present there are six employees from City Hall on scolarship in the program. And the chief of forensic psychiatry for New York City is also scheduled to begin classes in the Fall.

But if the program has been a success overall, not everything has turned out precisely as expected. This can be seen from an examination of the report of Professor Kurt Geisinger, our internal evaluator. It had been thought that involving our students in the exercise of practical judgment might measurably enhance their critical skills and that a way to test this hypothesis would be to compare the skills of students just beginning the program with those of students who had completed the first year. But the elaborate tests that Professor Geisinger conducted detected no such improvement.

However, trying to discern positive results on such a short term basis may have been quixotic. A more promising course might be to follow Professor Williamson's suggestion to review the program again several years from now when it has produced a number of graduates. For, as he says, "The real measure of the quality of its product--its students--will emerge from their analytical essays."

FINAL REPORT

A. Project Overview

The three-year project has been to design, implement and ultimately evaluate three core courses for a new, ethically oriented Master of Arts in Liberal Studies program at Fordham University. The program is aimed at students seeking an advanced, critical and (inevitably) multidisciplinary approach to complex social and ethical issues and its objective is to enhance their capacity for making informed,responsible judgments about such issues. The idea is to organize the multiple offerings of a modern university around the central and controlling theme of responsible human praxis or practical wisdom. The function of the core courses is to make this central theme explicit and operative.

The first year of the project was devoted to developing syllabi for the core courses, especially the first two. To this end a multidisciplinary planning committee (which later became the program's Faculty Advisory Committee) was instituted, with members from Biology, English, History, Philosophy, Political Science, Psychology, Sociology/Anthropology, and Theology. This committee met on a regular basis for a total of some fifteen sessions. The seven meetings of the Fall semester were devoted primarily to the development of the first core course. Originally entitled "Alternate Ways of Knowing" and aimed at showing how science is only one kind of knowledge that still leaves room for the results of practical inquiry, this first course ultimately became "The Nature of Responsibility". While retaining the idea of different methodologies appropriate to different subject-matters, its stress was on ethical inquiry as genuinely cognitive and on the student's self-awareness as responsible, moral agent.

The second core course, whose purpose is to provide the student with an opportunity to engage in ethical inquiry and exercise practical judgment about some complex social issue, was the focus of the committee's meetings during the Spring semester. The two issues discussed as candidates for this second course were: Plagues, Past (the bubonic plague) and Present (AIDS)--this ultimately became "Plagues and People: the Ethical Dimension" and was taught two years later this past Spring--and Ecology and Pollution, which later became "Environmental Pollution: Ethical Dimensions" and was taught in the Spring of 1991.

Also discussed during the first year were the evaluation procedures to be developed and applied during the second and third years. Since a main objective of the program as originally conceived was to enhance the student's capacity for practical judgment on complex issues, procedures were suggested that could measure such enhancement if it occurred. As noted below, however, the real payoff of the program seems not to consist so much in the acquisition by the students of some measurable quality, at least in the short run, as in involving them along with the faculty in a new and needed type of discourse. But more about this later.

The second year of the project (1990-1991) was one of getting the program underway and of starting the evaluative process. Eleven students were enrolled in the program, with ten beginning their studies in September and six more in January. The September ten were given evaluative tests at both the start and conclusion of the academic year for purposes of comparison. What was discovered through these and later tests is outlined below in section E (Project Results).

Although the first core course (The Nature of Responsibility) was well received, student feed-back did indicate that some of the selected readings for the course

presupposed more background in philosophy than the students had and should be modified. Something more of an introductory and unifying text seemed to be called for, as well as concrete cases and examples to illustrate the theoretical points being made. Changes along these lines were made in the syllabus for the first core course and introduced in the Fall of the project's third year.

The first semester was also a time when the Director interviewed each of the students in depth about the area of interests to be pursued in the program. This was important, not only for providing a basis for choosing appropriate electives, but also for stressing the point of the program as a whole, viz., the use of the university as resource in the pursuit of practical wisdom. As noted below, this process of designing a personal course of study in which the findings of rigorous theoretical inquiry are enlisted in the service of practical judgment about pressing contemporary issues is what the students find most exciting about the Fordham MALS.

Closely connected with this central theme of the program is the requirement that in the course of their studies students attend four multidisciplinary symposia. Planning these is one of the responsibilities of the Faculty Advisory Committee and the idea is to provide the students with an example of experts in different theoretical areas utilizing their expertise to illuminate the different dimensions of a practical issue. The subject chosen for the first of these was ethics and AIDS research. What are the responsibilities of patients with AIDS when their individual interest in survival conflicts with the research requirements of the testing programs they have volunteered for? Four members of the Advisory Committee itself, representing the disciplines of biology, sociology, philosophy and literature, took up this question from their different viewpoints and discussed it among themselves and with the MALS students. Although the evening was judged a success by faculty

and students alike, it was decided to involve the wider university community in the future. This was done in the Spring of 1991 with a philosopher, a political scientist, an expert on the Middle-East and a political consultant discussing the rightness/wrongness of the Persian Gulf War. The program was well attended and well received, as were the two put on during the past year: "Multiculturalism and the Reappraisal of Columbus" in the Fall and "Political Correctness and Free Speech on Campus" in the Spring. These symposia have now become regular biannual university events well-appreciated by the general student-body and faculty alike.

Another important objective of the program's first year (which was the second year of the project) was to familiarize the other university departments with the nature of the new MALS Program and with the special needs of its non-traditional students. The symposia just discussed did a great deal to heighten awareness of the program's existence and of its special concerns. In addition, the Director addressed the February meeting of the Graduate Council (made up of all Department Chairpersons and headed by the Graduate Dean) to explain the MALS Program and to urge that it be discussed at individual department meetings. The Chairs of the different departments were also asked to indicate to the Director those courses among each semester's offerings that might be especially appropriate to MALS students as well as those deemed too specialized. Keeping in contact with the various departments and the individual professors teaching the non-core electives is a continuing and important responsibility of the director.

The <u>third</u> and final year of the project was especially concerned with completing the institutionalization of the new MALS Program, securing formal internal and external evaluations, and planning for the future.

Institutionalizing the program meant first of all getting permanent space. After a year's sojourn in a makeshift, out-of-the-way, basement office, a permanent home was finally found in Keating 313, one floor up from the offices of the Graduate Dean and Graduate Admissions, and down the hall from the Summer School Office. The university administration also came through with all the equipment, electronic and otherwise, needed to run the program, as well as the assurance of an adequate annual budget.

Steps were also taken to step up our recruitment of qualified students. Twenty-three students were enrolled in courses during the program's second year, another eight have already been admitted for next Fall, and scheduled advertising this Summer is expected to double that number. Moreover, as evidence of Fordham University's interest in the MALS Program, it should be pointed out that, due to serious fiscal constraints, this advertisement for MALS is about the only advertising that is presently scheduled.

This past year also saw the need, because of several retirements and transfers, to fill vacancies on the Faculty Advisory Committee. This was done in keeping with the Committee's multidisciplinary character and the three new members represent three distinct disciplines: History (Dr. Louis Pascoe), Theology (Dr. Richard Dillon), and Political Science (Dr. William Baumgarth). It might be remarked that the ease of securing these replacements and the readiness of those approached to serve is another measure of the program's growing stature in the university community.

Finally, since the present Director of the program will retire effective September 1, 1992, a new Director was also needed. To fill this crucial position, Dr. John Antush (English), a former member of the Advisory Committee and one of the original planners of the program, was chosen and has

accepted. He and the present Director are already taking steps to insure a smooth transition.

In addition to securing a place for the program in Fordham's life, a major concern during the past year has been a formal assessment of its results. This has taken the form of an internal evaluation by Dr. Kurt Geisinger of Fordham's Psychology Department and an external one by Dr. Arthur Williamson of California State University (Sacramento) and former Director of the MALS Program at New York University. See section E (Project Results) for a brief summary of their findings and section G (Appendices) for copies of the reports).

That planning for the future has been an integral part of the past year's activities should be clear from the precedimg paragraphs.

B. Purpose

The aim of the project was to design, implement, and evaluate three core courses for a new M.A. in Liberal Studies whose focus would be practical and ethical rather than theoretical. The idea was to provide interested and qualified students with an advanced, multidisciplinary course of study that seeks to enhance, not their technical or professional competence in some limited area, but rather their overall capacity for critical judgment regarding complex social and ethical issues. This meant bringing the multiple resources of the university to bear on the central and unifying theme of moral responsibility in today's world.

The problem addressed by the project, therefore, was not merely the general one of restricted sensibilities resulting from early specialization and careerism--the problem giving rise to most MALS Programs. The problem was the more specific one of limited <u>ethical</u> sensibilities due to the dominant scientific and

technological orientation of our culture and the consequent reduction of ethical values to the status of individual, non-rational commitments. Ethical debate is generally viewed as hopeless and therefore pointless. When disagreements arise, there is no effort to search for common ground, much less consensus. The only recourse is confrontation.

The MALS Program at Fordham addresses this situation. It seeks to institute a genuinely deliberative dialogue about some complex issues confronting and dividing America, and to give students the experience of talking reasonably about them and of reaching reasonable conclusions. In this respect, the Fordham program differs even from those MALS Programs that have a value focus. For it is one thing to make a student aware of "the question of human values implicit or explicit in the academic disciplines studied" (Georgetown's MALS) or to highlight "the development of human values in particular cultures at particular times" (Brooklyn College's MALS). But these approaches remain theoretical and leave the question of what is required for making a reasonable, responsible choice up in the air. It is deliberation that is concerned with practical judgment and choice and it is deliberation that, in aiming at a reasonable and informed choice, makes the contributions of the different disciplines a necessity. Unfortunately, the university is too often a neglected resource in the practical and ethical (as distinct from the merely technical) arena. The Fordham project aimed to overcome this neglect.

C. Background and Origins

The Fordham project has its origins in the conjunction of several circumstances. One is the ever increasing intellectual fragmentation that has resulted from ever increasing specialization and created a felt need for some kind of synthesis. This desire for the "big picture" and the growing realization that no single department or discipline can provide

it is what underlies the interest of many students in liberal studies programs. The difficulty is that often the multidisciplinary venture becomes a kind of intellectual smorgasbord lacking in intellectual rigor. This explains the reluctance of many scholars to get involved in such ventures and why it was decided at Fordham to address the problem of fragmentation differently from the usual MALS approach.

This is where a second circumstance comes in--that, namely, of Fordham's Jesuit tradition. Fordham's Catholic and Jesuit background has always meant an emphasis on questions of value and morality, along with the idea that the intellectual life, howevermuch an end in itself, is also and always a means in the service of God and man and in the creation of a more humane world. This conception of knowledge in the service of practice rather than allegiance to any specific world view, Catholic or otherwise, is what provides the rationale of the Fordham MALS Program. The university is converted into a multifaceted resource for building a better world and in their relevance to this universal project the many departments that make it up find a unifying focus. In other words, synthesis is ultimately a practical, not a theoretical, matter. Ethics needs the perspectives of all the disciplines.

It was ideas such as these that motivated the formation of a multidisciplinary faculty committee in the Fall of 1988 to discuss the possibility and worth of an ethically oriented MALS Program and which continued after funding by FIPSE in the design of the core courses and in overseeing their implementation. And, contrary to the idea that very little genuine communication goes on between scholars of different disciplines, the dialogue achieved in this committee was rated by Dr. Geisinger, the committee's evaluation specialist, as one of its highest achievements. This high quality of interdisciplinary exchange, it should be noted, has continued.

D. Project Description

As has been indicated, the main idea of the project is to set up a program of liberal studies in which the many lines of possible inquiry are united to one another in their bearing on the resolution of some complex social issue. This enlisting of the multiple resources of a modern university in the service of responsible judgment and decision is calculated to meet two needs. On the one hand it supplies scholars from different disciplines with a common focus that enables genuine communication; on the other, in meeting the intellectual requirements of sound decision-making, it highlights the intellectual aspect of the process and makes participation in it genuinely educational. The students enrolled in the Fordham MALS Program are invited to participate in such a process.

This underlying rationale is what accounts for the structure of the program developed by the project. The program essentially has two parts. One part poses the practical question of responsible conduct, i.e., what is the appropriate response called for by what is known; the other explores just what it is that is known, i.e. what are the relevant facts and considerations to be taken into account in reaching a sound decision.

Posing the question is the task of the three core courses, since what is being asked determines what can count as an answer. These three courses are: first, The Nature of Responsibility (which examines the roots of ethics in the nature of human action as essentially a response to the interpreted meaning of the agent's situation--a view which makes the adequacy of the interpretation a matter crucial to sound practice); second, Human Responsibility in Action (which engages the student in an exercise of responsible judgment about some concrete and multifaceted issue, e.g. how deal appropriately with AIDS, or with environmental pollution etc.in

the light of all the relevant data?); and third, an Integrative Seminar, taken at the conclusion of the program and after the set of (seven) electives which comprise its second "fact-finding" part. In the seminar the students develop a paper expressing their personal and considered judgment on some complex issue of their choice whose implications and ramifications they have pursued in the elective part of the program.

This elective part is the second part and occurs after the first two core courses. The idea here is that students come to the program interested in some problematic issue whose ins and outs they would like to explore so as to reach a reasonable judgment about it. The first two core courses examine and illustrate what is involved in reaching any reasonable judgment. The set of electives, chosen (in conjunction with the Director of the program) from among courses already offered by the different graduate departments and on the basis of their relevance to the issue in question, then provides the basis for the student's own judgment whose elaboration and grounds are the subject-matter of the student's final paper. All in all, there are thus 30 credits of course-work in the program, 9 required and 21 elective, and all devoted in different ways to the pursuit of practical wisdom.

Because the program is largely tailored to and by the individual student, there is no set path (apart from the core courses) which each student would follow. Rather, there are as many paths and concentrations as there are distinct profiles of student needs and interests. To illustrate how this works, the following typical example is offered:

Randolph Jones
Age: 44
Marital status: Married, three children
Occupation: Police Captain, 46th Precinct, South Bronx

Background: B.A. Howard University. With NYPD 15 years. Served with special forces in Vietnam.

Interest Profile (Reason for entering the MALS Program): Was a history and philosophy major in college but was swept into careers that left little time for reflection. He has been in the "front lines" for twenty years and feels the need to get back in touch with the reflective side of his nature. He is interested in examining issues of law and criminal justice within a broad philosophical framework. A special concern to him is: Crime and culture among inner-city black youth.

Course of Study:

1. CORE I
2. CORE II
3. SO 63015 Crime and Delinquency
4. PO 52262 Ethics, Values and the Public Administrator
5. HS 52800 Social Movements in the U.S., 1900-1990
6. PH 50017 Law, Values and the Constitution
7. PO 52211 Race and Reverse Discrimination
8. SO 53430 Police and the Courts
9. RS 50762 Fundamental Issues in Contemporary Christian Morality
10. CORE III Essay Topic: Black youth and the criminal justice system: a philosophical approach to questions of victimization and responsibility.

In addition to the regular course work, mention should be made here of the biannual symposia designed and sponsored by the MALS Program and attendance at four of which is an added degree requirement. The reason for the importance attached to them lies in the role they play. For these symposia are occasions for precisely the kind of multidisciplinary dialogue that is needed for making judgments about complex issues and that the Fordham MALS Program is meant to promote. Being an exercise in practical judgment about some contemporary issue (e.g., the Persian Gulf War, political correctness and free speech, etc.)

by a panel of three or four professors from different but relevant disciplines, each symposium repeats and illustrates the message of the second core course, viz., the intellectual respectability of properly conducted practical inquiry. As indicated above, these symposia have become university events and have aroused much interest and appreciation on the part of students and faculty alike.

E. Project Results

The chief result of the project is the institution at Fordham University of a new and successful program that promotes, for students and faculty alike, a genuine process of rational deliberation about complex social issues. FIPSE had expressed an interest in projects fostering the development of "social vision and moral understanding." Fordham's new Master of Arts in Liberal Studies, the fruit of its FIPSE project, is a step in that direction.

In this connection, it is important to keep in mind the distinctiveness of the Fordham MALS Program. Professor Arthur Williamson, our outside evaluator, put the point well in his report (see Appendix 3):

> The Fordham program fully meets all the standards by which one can assess any MALS Program. While it is true that all such programs have their own character in the sense that they are limited to their faculty, Fordham has gone further in that it poses a different set of questions and possesses a differentiated agenda. It is here that Fordham's achievements acquire a special significance. Unlike so many others, the matrices adopted by the Fordham program translate liberal learning into social action in the most direct way: judgement, decision, practical outcomes. That is why it speaks so compellingly to city government (ibid. p.6).

This focus of the program on practical judgment thus not only constitutes its distinctiveness but seems to underlie its appeal. Students enjoy the opportunity to bring disciplines together in their bearing on some practical issue--personal, public, professional--in which they are interested. This explains why our program has become so popular with the New York City "Mayor's Fellowships" for exceptional city employees. At present there are six employees from City Hall on scolarship in the program. And the chief of forensic psychiatry for New York City is also scheduled to begin classes in the Fall.

On the other hand, as general faculty support for our program and wide faculty interest in our biannual symposia have shown, the faculty too appreciate the chance to contribute to a joint process of deliberation. Indeed it is the intellectual relevance of the many disciplines to deliberation and judgment that makes the multidisciplinary approach a necessary and rigorous exercise instead of a mere fad or kind of intellectual smorgasbord. The fact that most MALS programs are not built on this connection is one reason why for some critics their interdisciplinary character suggests a lack of rigor. The Fordham program's practical focus has enabled it to sidestep this criticism.

But if the program has been a success overall, not everything has turned out precisely as expected. This can be seen from an examination of the report of Professor Kurt Geisinger, our internal evaluator (see Appendix 2). It had been thought that involving our students in the exercise of practical judgment might measurably enhance their critical skills and that a way to test this hypothesis would be to compare the skills of students just beginning the program with those of students who had completed the first year. But the elaborate tests that Professor Geisinger conducted detected no such improvement. (It may also be remarked that they didn't show any deterioration

either.) They did show a slight improvement in the first year group itself at the end of the year's work but given the small numbers involved this finding was not judged particularly significant from a statistical point of view.

Trying to discern positive results on such a short term basis may have been quixotic but the limited amount of time at the evaluator's disposal ruled out any other course. One such more promising course might be to follow Professor Williamson's suggestion to review the program again several years from now when it has produced a number of graduates. For, as he says, "The real measure of the quality of its product--its students--will emerge from their analytical essays." The quality of these essays and the program's intellectual impact on the University noted above "will probably provide the most significant insight" into its worth.

Finally, with regard to dissemination, it had been planned to submit the results of the program evaluation to a scholarly journal for publication. However, since the numbers of students enrolled in the program are small for purposes of statistical analysis (even though more than adequate for the healthy continuance of the program), such an article has not been deemed likely to be publishable. Instead, a document describing the program and its evaluation will be submitted to the ERIC Clearinghouse for Tests, Measurement and Evaluation. This should assure the widespread availability of the program's results.

In addition, if a pending proposal to FIPSE is approved, the unspent balance ($400) of the grant will be used to produce an informational package about the program, its procedures and results, and to mail it to a selected group of 200 universities.

F. Summary and Conclusions

The ethically oriented MALS Program at Fordham University, the design of whose three core courses was funded by FIPSE, seems to be succeeding with both students and faculty. The basis of its appeal seems attributable to its distinctive focus on practical judgment whose attainment with regard to issues of any complexity requires the input of many disciplines. Although these disciplines are pursued at a university, they are rarely brought to bear there on the practical issues to which they are relevant. Instead, it has been left to institutions like The Hastings Center at Briarcliff Manor, N.Y. to make these connections. Whereas the university usually takes up ethics within the confines of its philosophy department where it is pursued theoretically and in isolation from the other departments, the Hastings Center treats ethics as a multidisciplinary practical inquiry in search of reasonable judgments about complex social issues. This is the approach taken by the Fordham MALS Program and it appears to be working.

This approach should be kept in mind when reading Dr. Geisinger's evaluation report. Although it did not occur to the Director at the time, it has since, that the type of problem designed to test the comparative judgmental capacities of students beginning the program with those who had completed a year was not particularly appropriate. For the problems in question were neither complex nor of a kind that requires multidisciplinary input for their resolution. Yet it is for dealing more adequately precisely with problems that do require such input that the program is designed. Hence the wisdom of Professor Williamson's remark noted earlier. The success of the program will more appropriately be measured by the quality of the students' final essays which presumably will have benefited from their multidisciplinary experience than by any test to which this experience is irrelevant.

Finally, the importance of the biannual symposia can hardly be overestimated with respect to either students or faculty. For the students they are concrete examples of the kind of multidisciplinary inquiry that the program is all about. For faculty they have done more than anything else to acquaint them with the program's existence and nature, and to overcome any lingering fears that to ask and discuss questions that no single discipline can answer is to be intellectually frivolous. As noted above, there is a need to overcome the intellectual fragmentation brought about by ever increasing specialization. The Fordham MALS program is one way of doing so.

G. Appendices

Copies of the following documents are included in this section:

1. Syllabi: Core I original and revised
   Core II: Environmental Pollution (Spring 1991)
   Plagues and People (Spring 1992)
2. Dr. Geisinger's Report
3. Dr. Williamson's Report
4. Symposia Flyers for 1991-1992 plus report on Spring 1992 Symposium
5. Student Profile
6. Program Information and Brochure

Syllabi:

Core I: Original and Revised
Core II: Environmental Pollution (Spring 1991)
Core II: Plagues and People (Spring 1992)

MORAL RESPONSIBILITY: WHAT IT MEANS

COURSE AIM

The purpose of this first course of the Fordham MALS Program is to introduce the student to the complex and multi-dimensional nature of the program's focal themes: responsibility and good judgement. What are some of the many factors, psychological and social, involved in behaving responsibly? How is the project of fully responsible (or moral) behavior related to other dimensions of human culture, to science, art, religion? What are the criteria for good judgement in these domains and the resources for dealing with disagreements? What, finally, is the contemporary importanace of these concerns and the role of human inquiry (and the university) in meeting them?

LECTURE OUTLINE

1. The Responsible Self. This segment of the course deals with the rootedness of the moral enterprise in our nature as persons. The basic metaphor for grasping this connection is Niebuhr's one of the self as "responder" (versus "maker" [Aristotle] or "citizen" [Kant]). The structure of responsibility, viewed as the clue to human distinctiveness, will be the theme of the first session. How conscience and the moral order arise from the ideal implicit in our responsive capacities will be the subject-matter of the second session. (Note: Each subdivision represents a weekly session: there are fourteen subdivisions.)

1.1 The fact of responsibility: the human difference
- a) action on the basis of knowledge vs. reaction to stimulus
- b) the process of making up one's mind: problem, inquiry (deliberation), judgement (choice)
- c) the complementary role of facts (objective) and interests (subjective) in practical decisions
- d) the case of Pamela Hamilton
- e) responsiveness a matter of degrees

Readings: H. Richard Niebuhr, The Responsible Self, Ch. I.
Yves Simon, The Definition of Moral Virtue, Ch. I.

1.2 The ideal of responsibility: the radical imperative
- a) levels of interest: the distinction between the subject-self and the object-self.
- b) "reason" (the human differentia) as itself an unrestricted appetite for sense (cf. Peirce's notion of "concrete reasonableness")
- c) conscience and conscientiousness: the first principle of practical reason
- d) morality vs moralities: the root of the moral question in the radical intention of sense and the sources of different answers to that question

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e) Pamela Hamilton revisited: moral questions vs medical questions

Readings: Yves Simon, op. cit., Ch. II.
Robert Johann, "An Ethics of Emergent Order" in James M. Gustafson's Theocentric Ethics.
Charles Taylor, Sources of the Self, Chs. 1-4.

2. The Context of Choice. This segment of the course stresses the social and cultural contexts within which moral problems arise and moral decisions are made. We have direct acquaintance with a whole range of values and disvalues by our very participation in a common life (story) and these serve as first principles in moral reasoning. The need for such principles will be explored in the first session of this part and special problems and challenges arising from cultural diversity will be studied in the second.

2.1 The necessity of tradition
a) humanity as community
b) "inescapbale frameworks"
c) custom and first principles
i. paradigmatic cases
ii. ideals of "abundant life"
d) tradition and freedom

Readings: Alasdair MacIntyre, After Virtue, Ch. 15.
Stanley Hauerwas, A Community of Character, Ch. 1.
John Kekes, The Examined Life, Ch. 3.

2.2 The challenge of pluralism
a) differing answers to the inescapable question
b) pluralism and the problem of community
c) community as process: the primacy of communication
d) public morality and private morality: respecting differences

Readings: Tristram Engelhart, Jr.,and Bruce Jennings, "Pluralism and the Good," Hastings Center Report XIX, 5.
Robert Johann, "Law, Order, and the Self-Renewing Community," Continuum.

3. Character and Judgement. The third segment of the course is concerned with its core, the condition for the sound exercise of judgement. Good judgement presupposes that one is asking the right question (3.1), and is properly responsive (3.2) to all factors and dimensions relevant to answering it (3.3). This way of putting it lays greater stress on deciding rightly than becoming good. However, the same ideas can be viewed as naming essential components of "living responsibly," i.e. in responsive relation with the world, others, God, in line with an ethos of love. Here the stress would be on achieving a fully meaningful life.

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3.1 Commitment and moral agency
a) entering the moral domain
b) commitment and constraint in moral reasoning: what can count as an answer
c) knowledge by connaturality
d) an ethics of discerning love

Readings: Robert Johann, "Person. Community, and Moral Commitment" in Person and Community.
----------, "An Ethic of Emergent Order."
----------, "Natural Law and the Person."
John Kekes, The Examined Life, Ch. 5.

3.2 The role of virtue
a) ideals of human excellence
b) the liberal distrust of perfection
c) dipositions and discernment

Readings: Alasdair MacIntyre, After Virtue, Ch. 14.
John Rawls, A Theory of Justice, Section 50.
Josef Pieper, Prudence.
Yves Simon, op. cit., Ch. 5.

3.3 Conscience and circumspection
a) "act" vs "rule", the role of principles
b) the locus of moral authority: primacy of the particular
c) casuistry: what's right about it

Readings: Albert Jonsen & Stephen Toulmin, The Abuse of Casuistry, Chs. 13, 16.

4. The Play of Moral Knowledge. The point of the fourth segment is to explore the dialectic between creativity and constraint in moral inquiry. Essential to truly responsive behavior is attention to and respect for what things are. We do not need a theory to recognize rights from wrongs (4.1). At the same time, the resolution of a practical problem calls for synthesis and creativity. The logic of moral inquiry is not demonstrative but inventive (4.2).

4.1 The constraint of nature
a) natural law theories of ethics
b) in what sense nature is normative. in what sense not
c) the value of human life

Readings: Josef Pieper, Reality and the Good.
Russell Hittinger, "Varieties of Minimalist Natural Law Theory," The American Journal of Jurisprudence 34, 133-170.
John Kekes, The Examined Life, Ch. 2.

4.2 The logic of invention
a) contemporary ethics and the quest for certainty
b) ethics and aesthetics: the method of appositeness

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c) examples of ethical analysis

Readings: Albert Jonsen & Stephen Toulmin, op. cit., Chs. 9-11.
Roberto Unger, Knowledge and Politics, Ch. 3.

5. The Case of Galileo. This segment is devoted to exploring the many dimensions of meaning inherent in a single historical episode, and the corresponding complexity and multidimensional character of the appropriate response. In adopting the perspectives of the artist, the scientist, and the theologian, we will be faced not only with different and conflicting conceptions of what is ultimately important, but also with the need to integrate them.

5.1 The artist's perspective
a) the universal in the particular
b) the individual and social stakes involved in Galileo's choice
c) the artist's view of science's place in life
d) art and ethics

Readings: Bertholdt Brecht, Galileo.
Gunter Ronrmoser, "Brecht's Galileo" in Brecht: Collection of Critical Essays, ed. Peter Demetz.

5.2 The scientist's perspective
a) facts vs(?) values
b) science and scientism
c) science and ethics

Readings: Giorgio Santillana, The Crime of Galileo, pp. vii-xiii and 1-26.
Gingerich, "The Galileo Affair," Scientific American, Aug. 1982, 133-143.
Paul Feyerabend, Farewell to Reason, Ch.9, "Galileo and the Tyranny of Truth."

5.3 The theologian's perspective
a) "Saint Robert Bellarmine"
b) "Galileo: Heretic"
c) are there objective hierarchies?
d) ultimate values
e) religion and ethics

Readings: Giorgio Santillana, op. cit., Ch. IV.
Pietro Redondi, Galileo: Heretic, Ch. ", "The Dispute over the Eucharist" and "Conclusion."

6. Inclusive Goods. The theme of this final segment is again the ordering and integrative function of moral judgement but now with regards to social and environmental concerns. The social dimension of the human situation was accented above in section two on the "context" of choice. Here the emphasis will be on the idea of a well-ordered society (6.1). However, participating with others in a common life is

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not the only integrative task confronting the moral agent. There is also the pressing problem of the agent's integration with the natural environment and of the conceptual revolution required to make that possible (6.2).

6.1 The principles of justice
- a) justice and instrumental rationality
- b) an alternative view of reason
- c) community and the interest in sense

Readings: John Rawls, A Theory of Justice, Ch. I, "Justice as Fairness."
Robert Johann, "The Development of Community," in Person and Society, eds. McLean and Meynell.

6.2 An environmental ethic
- a) pollution and technology
- b) anthropocentrism and moral standing
- c) environmental integration as a moral good

Readings: J. Baird Callicott, "The Search for Environmental Ethic," in Matters of Life and Death, ed. Regan.
Aldo Leopold, A Sand County Almanac, passim.

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THE NATURE OF RESPONSIBILITY

COURSE AIM

The purpose of this first course in the Fordham MALS Program is to introduce the student to the complex nature of the program's focal themes, responsibility and good judgment. What are some of the many factors, psychological and social, involved in behaving responsibly? How is the project of fully responsible behavior (morality) related to other human enterprises, to science, art, religion? What are the criteria for good judgment in these domains and the strategies for dealing with disagreements? The course will take a critical look at the whole question of moral choice and seek to determine the measure in which such choices can be rational rather than arbitrary. The theoretical dimension of the course will be elaborated through reflection on the actual exercise of moral judgment in various problematic situations.

OUTLINE

I

A view of moral responsibility

The aim of this first part is to provide some insight into what we are about in asking moral questions and making moral judgments, to emphasize the communal character of the moral enterprise and indicate some of the conditions necessary for its success.

1. Reason and morality: Van Wyk I; Taylor I; Niebuhr I; Johann, "An Ethic of Emergent Order." CASE: killing vs. letting die. Callahan, HCR 19,1,SS 4-6; Rachels, CMP 103-107.

2. Community and tradition: Taylor II; Johann, "God and the Search for Meaning"; Kekes III. CASE: active euthanasia. Gay-Williams, CMP 99-102; Singer, CMP 115-119; Annas, HCR 13,6,19-20.

3. Commitment, moral and religious: Kekes V; Van Wyk III; Johann, "Person, Community and Moral Commitment." CASE: Helga Wanglie's Ventilator. HCR 21,4,23-35; N.Y.Times, Letters, 1/31,91.

4. Virtue and love: Kekes VII; Van Wyk IV,154-175; Simon I; Johann, "Love and Law." CASE: Elizabeth Bouvia. Kane, HCR 15,6,5-6; Annas, HCR 14,1,10-11&46.

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II

Perspectives on moral decision-making

Different theories about how to make up our minds in ethical matters have been proposed. In this part of the course we will look at four of the more important ones: natural law, contractarianism, Kant's deontologism, utilitarianism.

1. Natural law: Van Wyk IV; McInerny II & III; Farrelly, "Impasse in the Church."

2. Contractarianism: Van Wyk V; Rachels XI. CASES: Skokie (N.Y.Times); bias and free speech on campus (N.Y.Times); operation rescue.

3. Kant: Van Wyk VI; CMP 20-30. CASE: capital punishment. Rachels 114-124.

4. Utilitarianism: Van Wyk VII; CMP 5-19. CASE: animal experimentation. Rachels 84-89.

III

Responsiveness as casuistic and creative

The locus of moral authority is not to be found in abstract universals (exceptionless principles) but in concrete instances of virtue and right action. This implies a casuistic model for moral inquiry and stresses the synthetic and creative (inventive) character of moral judgment.

1. Casuistry: Jonsen & Toulmin - Prologue, I, IX, XIII, XV, XVI.

2. Pluralism and a) subjectivism (relativism): Van Wyk II, Taylor III. CASE: homosexual rights. Rachels 25-26, 36-38.
   b) public policy: Engelhardt, HCR 19,5,33-34; 19,1,7-9; Johann, "Law, Order, and the Self-renewing Community."

3. Galileo: Brecht's Galileo; Santillana III; Gingerich, "The Galileo Affair"; Feyerabend IX.

IV

Morality as integrative

Morality is concerned with order and integration, not only in our individual lives, but also in society at large and in the relations between man and nature.

1. Social justice: Van Wyk XI; Rawls I,3-17; Johann, "The Development of Community." CASE: Doctors with AIDS. Bostin, HCR 19,1,32-39.

2. Environmental ethics: Callicott, MLD X. CASE: human welfare at nature's expense. Donnelley & Gaylin, HCR 19,1,26-33.

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READING LIST

Text: Robert N. Van Wyk, Introduction to Ethics. New York: St. Martin's Press, 1989.

Other Books:
Bertholdt Brecht, Galileo.
Paul Feyerabend, Farewell to Reason.
Albert Jonsen & Stephen Toulmin, The Abuse of Casuistry.
John Kekes, The Examined Life.
Ralph McInerny, Ethica Thomistica.
H. Richard Niebuhr, The Responsible Self.
James Rachels, The Elements of Moral Philosophy.
John Rawls, A Theory of Justice.
Georgio Santillana, The Crime of Galileo.
Yves R. Simon, The Definition of Moral Virtue.
Charles Taylor, Sources of the Self.

Collectioins, Periodicals, etc.:
America (Am)
Contemporary Moral Problems (CMP)
Hastings Center Report (HCR)
Matters of Life and Death (MLD)
Scientific American (Sc Amer)

Additional Articles:
Farrelly, "Impasse in the Church," America 5/24/86, 429-432.
Gingerich, "The Galileo Affair," Scientific American Aug. 1982, 133-143.
Johann, "An Ethic of Emergent Order," in James M. Gustafson's Theocentric Ethics.
_____ "God and the Search for Meaning," in God Knowable and Unknowable.
_____ "Person, Community, and Moral Commitment" in Person and Community.
_____ "Love and Law," Journal of Dharma IV, 4, 317-326.
_____ "Law, Order, and the Self-Renewing Community," Continuum.
_____ "The Development of Community," in Person and Society.

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LSGA 5740 Environmental Pollution: Ethical Dimensions

MA in Liberal Studies — 2nd Core Course
Dr. Allan S. Gilbert

Texts

Milbrath. Lester W.
1989 Envisioning A Sustainable Society; Learning Our Way Out, State University of New York Press, Albany.

Whelan, Elizabeth M.
1985 Toxic Terror, Jameson Books, Ottawa, IL.

Summary of Topics to be Covered

Introduction
- The problem
- Present dimensions and examples
- History of concern
- Moral implications of socioeconomic decision-making as regards use of environment

Ecology
- Potential natural environment; dynamic interrelationships within different ecosystems
- Variability over time due to natural and artificial influences
- Operation of stabilizing and destabilizing mechanisms (negative and positive feedback systems that correct or amplify perturbations)

Human Ecology I
- General concepts
- Carrying capacity vs. intensification
- Renewable vs. nonrenewable resources
- Natural vs. built environment
- Demographic factors
- The decision-making apparatus; political integration and its impact on economic choices

Human Ecology II
- Historical development of the analytical discipline; fashions in interpretation
- Attitudes toward environment; data gathering and conceptualization of thresholds between negative and positive feedback phases

World Ecosystems and Their Exploitation I
- Balances vs. imbalances in following cases
- Arctic; Inuit vs. Norse, Alaska pipeline/Exxon Valdez

World Ecosystems and Their Exploitation II
Arid Zone; successes and problems of irrigation agriculture in ancient Mesopotamia and modern Near East

World Ecosystems and Their Exploitation III
Grassland; Great Plains vs. Sahel

World Ecosystems and Their Exploitation IV
Humid Tropics; swidden rain forest systems vs. modern Amazonian development

World Ecosystems and Their Exploitation V
Urbanization; problem of definitions
Preindustrial vs. industrial (e.g., Timbuctoo vs. Manchester)
Urban ecology; microclimate; pollution; support system and radius of economic impact; suburbanization; waste disposal

Processes Leading Toward Ecological Imbalances
Economic diversification; livelihood from value-added strategies; new product invention; predatory harvesting; commercialism, tourism, migration
Industrial development; petroleum technology; agribusiness; pesticides; nuclear power controversy (Chernobyl); atmospheric effects of ozone depletion, CO_2 and particulate emission/greenhouse effect

Problems and Moral Issues I
Effects of scale
Social responsibilities incurred by population and production at larger scales; local and global impacts
Implications of fertility, mortality, at different population densities and levels of technology

Problems and Moral Issues II
Importance of world view
Social perceptions of one's place in nature; implications of mythology, religion, custom, and law in regulating behavior and interaction with ecosystem; authority to act: group's outlook on its freedom to function or constraints preventing certain actions
Social ideals in creating models of success/prestige; reinforcement of attitudes, goals, achievements; implications of shift away from collective responsibility to that of the individual striving to succeed

Problems and Moral Issues III
Economic perspectives
Substantive vs. formal conceptualizations; subsistence economics vs. self-regulating markets (control and long-term stability within ecosystemic cycles vs. formal emphasis on fluctuating values and variations in demand that create opportunity for gain
Understanding the resource base; yields and thresholds of

deterioration
Artificiality of market systems; value and price, fluctuations and economic advantage, advertising and creation of need, cartel formation; uneven distribution of wealth
The "suction" of progress; degree to which technological or social change entails momentum for further change

Problems and Moral Issues IV
Political organization
Control over economic decision-making; effective sanctions for improprieties; policies of land use and investment (Arctic National Wildlife Refuge vs. oil exploration)
Effective rectification of ecological damage; toxic waste dumps, oil spills, urban refuse, nuclear waste, deforestation; air pollution
Interests represented by the political order; democratic process in determining the good of the whole vs. sacrifices to be borne by the polluted locality

Summary
Conclusions to be drawn about the nature of:
Ecosystemic integrity in a developing world
Role of technology in serving social progress
Fit between models of economic success and environmental carrying capacity
Responsibility of the political order in setting limits or providing incentive for appropriate actions

Class Schedule:

1. Introduction

2. Whelan
   Ch. 1 Environmental Premises and Scientific Reality
   Ch. 2 The DDT Debate and the Birth of Environmentalism
   Ch. 3 Love Canal
   Semester Project: Students will each "name their poison," i.e., choose a toxic waste problem from among the succeeding chapters in Whelan and undertake outside research on that issue to learn as much as possible about the various sides in the controversy. Research will proceed through the semester (if assistance is needed, please ask instructor), and a short presentation will be made during the final three class meetings. Results of the research will be submitted as a semester paper.
   Purpose:
   a. Familiarize student with the difficulties of researching technical issues, and reinforce the necessity of understanding science and technology in the world today in order to manage properly and intelligently the world we must live in.
   b. Understand the need for balance between opposing viewpoints regarding progress, technological innovation, economic growth, resource utilization, social responsibility, and ecological stability.
   c. Gain confidence to become involved in complex issues, learn about them from all available sources, form a personal perspective, report publicly your conclusions, and be willing to engage in constructive debate over the limits or potential benefits/hazards of future socioeconomic change.

3.-5. Milbrath Part I The Predicament of Modern Society
Social values, sustainability, social learning, paradigms about how the world works

6.-7. Milbrath Part II Quality of Life in a World of Limits
ecosystems, population issues, food supply, work and materialism

8. " technology issues, seductive progress, successful governance, international conflict resolution

9.-10. Milbrath Part III From Modern to Sustainable Society
importance of social learning
Whelan Chs 13-14 discussion of cancer, statistics

11.-13. reports

Final exam week: essay exam

LSGA 5501 V.J. Gorman
Plagues and People: The Ethical Dimension Spring, 1992

Course Content and Objectives

The purpose of this version of the second core course in the MALS Program is to enable the student to employ the critical skills and knowledge gained in, "The Nature of Responsibility," to situations that existed in the past and/or exist in the present. The course will examine the choices made and attitudes displayed towards plague in an attempt to determine which choices were rational, which were arbitrary and how were they made. The focus of the course will be a reflection of the actual exercise of moral judgement in a plague environment.

To this effect the class will examine two specific plagues. The first to be examined, the bubonic plague of the Middle Ages, commonly known as the Black Death, will be studied in order to provide the class with a historical perspective. The second plague to be studied will be a current one: Acquired-Immune Deficiency Syndrome (AIDS).

The course will consist of a series of lectures and class discussion. The intention of the general and particular assignments is twofold: 1) to provide knowledge of society's reaction to plague; and 2) to evaluate the causes of these reactions and to understand the way of thinking that brought them about.

Recommended Reading

Robert S. Gottfried, The Black Death, 1983

Giovanni Boccaccio, The Decameron (any edition)
(I recommend Viking-Penquin (1972) for cost purposes)

Susan Sontag, AIDS and Its Metaphors, 1989.

Other readings as specified in the class schedule or in the bibliography.

Book Review Assignments/Short Paper Assignments

In addition to the regular reading assignments, students in the course are required to present two book reviews of between five to seven pages. The first must focus on the medieval period and the second on the modern era. While the focus should be on plague, it is not necessary, however, that

the works chosen deal with the Black Death or AIDS. The works should be chosen from the bibliography furnished with this syllabus. If the student chooses to review a work outside this scope, it must be approved by the instructor. The reviews should represent a critical reading of the work, as well as an analysis of its value towards achieving the goals of the course. Finished papers must be submitted by the dates listed elsewhere in the syllabus.

In lieu of one book review assignment, the student may present a critical essay on one issue or aspect of either the Black Death or AIDS. The paper should be of five to seven pages in length. The topic is not to be the same as the term paper.

Term Paper

Students of the course are required to submit a term paper of between ten to fifteen pages. The paper will be an in-depth analysis of one issue or aspect of plague. In writing the paper the student may adopt a historical, comparative or contemporary perspective. The topic must be approved in advance by the instructor. Approval will be given after a one page abstract, presented by the student, is reviewed by the instructor.

Grading Standards

The instructor's evaluation of the student will be based on the student's performance on the book review/short paper (20% each) and the term paper (40%) plus the student's contribution to class discussion (20%).

Class Schedule

January 16	Introduction
January 23	Prelude to the Plague Western Europe circa 1300
January 30	The Black Death
February 6	The Black Death (continued)
February 13	The Aftermath
February 20	Biology of AIDS Berish Rubin
February 27	Economics of AIDS Timothy Weithers
March 5	National Policy and AIDS Stephen Thomas
March 12	Spring Break
March 19	Local Public Policy and AIDS David Koch
March 26	The Media and AIDS James Capo
April 2	Literature and Disease Mark Caldwell
April 9	Religion & AIDS/Pain & Suffering James Kelly/Elaine Crane
April 16	Easter Recess
April 23	Social Movement and AIDS Johannes Van Vugt
April 30	Conclusion

Due Dates

February 27, 1992	First Book Review or Paper
April 9, 1992	Second Book Review or Paper
April 30, 1992	Term Paper

EVALUATION OF THE MALS PROGRAM

Kurt F. Geisinger, Ph.D.
Program Evaluator
Department of Psychology

Executive Summary

The evalution of Fordham University's Master of Arts in Liberal Studies program took several paths. One of these paths was largely qualitative and formative; students were interviewed on several occasions during their early experience in the program. The students reported extremely positive comments with regard to the first two couses in the program. Consistent with these comments is the fact that only one student (less than 5% of those who have enrolled in the program) has withdrawn from it.

The results of the empirical and summative evaluation of the changes which have transpired in students provides a more mixed picture. While the numbers of students involved in the educational program are extremely small from a statistical perspective, the numbers are relatively healthy from a programmatic perspective. The impact of small numbers on statistical tests is a lack of power, an inability to detect changes in student performance that may be occurring but at too small a level to be identified with so small a sample. Nevertheless, two research designs were attempted. In the first, students in the 1990-91 entering class were tested at the beginning of the year with four standardized, published measures and again at the end. The best researched of the four instruments, the Watson-Glaser Test of Critical Thinking did show a statistically significant increase, but the others did not. None of the measures showed a decline, it might be noted. In the second analysis, at the beginning of the 1991-92 academic year, a pair of real-life verbal problems were presented to the first- and second-year classes. The students were asked to identify the important issues in the problems and to provide their proposed means of dealing with the problem. It was presumed that this measure would assess applied critical thinking in the subjects and therefore that the second-year students would perform better than the first-year students. However, they did not do so.

Evaluation Report

by

Dr. Kurt Geisinger

EVALUATION OF THE MALS PROGRAM

Kurt F. Geisinger, Ph.D.[1]
Program Evaluator
Department of Psychology

The evaluation section of the proposal is subdivided into four sections, which might be characterized as (1) formative evaluations, (2) pre-test--post-test comparisons of the first year class over their initial year of graduate study, (3) comparisons of the first two years' students on written simulations of critical thinking and reasoning, and (4) additional information.

Formative Evaluation

The formative evaluation of the MALS program consists of two primary types of information: interviews conducted with students on two occasions and reviews of the numbers of students continuing through the program and the drop-outs.

Interviews were conducted during 1990-91 with all first-year students on three occasions: at the beginning of the year and at the end of the first and second courses in the program. The first interview was actually a survey that was completed by the entering students when they took the pre-tests as part of the summative evaluation of this program. The telephone interviews, a summary of which was shared with the program administrators, indicated highly positive sentiments from the students with regard to both courses in the first-year sequence.

Due probably to a lack of advertising, it was somewhat surprising that all 10 of the first-year students heard about the program from either Fordham alumni documents which contained a story about the program or through word of mouth. Features that attracted them to the program included the flexibility of the program; the ability to return to school without considerable administrative hassles (e.g., the GRE examinations); the emphasis in the program upon a central core which stressed traditional Jesuit emphases, namely philosophy and values; the location of the campus near both the Bronx and Westchester county; and loyalty to the University.

Near the end of the first semester, all of the students were individually interviewed on the telephone. These in-depth interviews were conducted at that time because they permitted the addition of a course evaluation dimension to

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[1] All statistical analyses were performed by Rev. Jeffrey Baerwaldt, S.J., M.A.

the interviews. The interviews were conducted in a semi-structured manner so that answers to a series of questions were received by each student while permitting the interviewer to "pursue" the students when they were ambiguous or when they gave "pat" answers. During this time, each student was asked the following seven general questions.

1. What are your expectations from the program?

2. How will the program impact your vocational plans?

3. How will the program impact your life from a non-vocational perspective?

4. Why did you choose Fordham?

5. What did you find most appealing about this program?

6. How did you like the first course (taught by Dr. Johann)? (Responses to this question were pursued so that formative comments could be made to the course instructor.)

7. What curricular path do you expect to follow?

The responses to these questions, which have already been summarized, serve at least three functions. First, they permitted the program to perform administrative planning in light of the interests of these and other future students who are likely to be similar in interests, attitudes and ideology. Second, they allowed Dr. Johann to receive some personalized, yet anonymous information on how the students perceived his course (in its first course administration). Third, they provided us with what might be characterized as "input information". We plan to ask similar questions of these same students near the end of their programs to determine how they have been changed by the program, if at all.

It may be definitively stated that the students were generally extremely pleased with Dr. Johann's course. Simply put, it met their expectations. Furthermore, it provided an important first step back into education for many of the returning students.

Students were surveyed more narrowly at the end of the second semester to learn their reactions to Dr. Gilbert's course. That is, they were only asked question #6 from the above list. Once again, the 10 students were uniformly pleased with the course. One or two wondered if there might not be more coordination among the first two courses, a common comment in the evaluation of a sequence of courses.

Thus, in general, the students felt that both course instructors were fine teachers who provided them with a first-rate educational experience. Additional comments that were made included statements that the course instructors were concerned about them, provided a rich educational experience for them, challenged them, integrated knowledge well, permitted discussion in class, and emphasized understanding of concepts rather than of trivial points.

Summative Evaluation

Changes in the 1990-91 First-Year Students

Administration of the pre- and post-tests. Four measures were administered to the 1990-91 initial class of the program on two occasions. First, in the second week of the semester, the students in the first class were administered a series of three critical thinking tests. In addition, they were also provided with a fourth, untimed measure, which relates to moral reasoning. Second, during the "final examination period" at the end of the second semester of study, the students were once again requested to take all four measures.

Measures. These four measures were specifically selected because they were appropriate in educational level for the students in question (rather, for example, than having been geared for high school students). Three of these tests were sent back to the test publishers to be scored; the fourth (the Watson-Glaser Critical Thinking Appraisal) was hand-scored at Fordham. Three of the measures were considered to be critical thinking measures: the Watson-Glaser Critical Thinking Appraisal, the SHL Critical Thinking Test for Verbal Critical Reasoning, and the SHL Critical Thinking Test for Numerical Critical Reasoning. The Watson-Glaser test was employed due to the fact that it has a long history of research and is currently available in two forms (thus permitting different pre- and post-tests). The SHL Verbal Critical Reasoning Test was selected not only due to its clear appropriateness in test content, but also because it has only recently become available in the United States, but has been extensively used in Great Britain in both advanced educational (college and graduate school) and industrial applications. It seemed quite appropriate to the adults beginning the MALS program. The SHL Numerical Critical Reasoning test was selected for reasons similar to the verbal test, although it was thought that should this program of study lead to increased critical thinking, it would be enlightening to determine how generalizable the findings would be. Clearly, the expectations that changes would occur in the numerical test were less clear than with the verbal tests.

The fourth measure that was employed was an inventory proposed to measure moral reasoning. This measure, the Defining Issues Test was taken at home by the students with the condition that they complete it by themselves during the following week.

The Watson-Glaser Critical Thinking Appraisal is composed of 80 objective type (e.g., multiple-choice) questions. The content of the questions is set up so that five areas of cognitive processing are allocated 16 questions each: inference, recognition of assumptions, deductions, interpretations and evaluation of arguments. Students have 40 minutes to take the test. Its alternate-form reliability has been found to be .75 between forms A and B and its split-half reliability ranges in the low .80s with populations similar to those found in the present evaluation study. Scores have been shown to increase as a result of laboratory experience and to increase on the basis of a liberal arts education. Scores have also been shown to correlate with grades in courses and across broader educational experiences and to correlate with standardized ability and achievement tests ranging from .30 to .81.

The SHL Critical Reasoning tests have both Verbal and Numerical subtests. The Verbal Critical Reasoning Test is composed of 52 questions and is given in 25 minutes. The Numerical Critical Thinking Test is composed of 40 questions and is given in 35 minutes. The Verbal Critical Reasoning Tests (VCT) is designed to measure the ability to evaluate the logic of various kinds of argument. It consists of 13 passages, each of which is followed by four statements made in connection with them. Examinees must comprehend the passage as a whole, select pertinent information, evaluate the passage, recognize assumptions and evaluate the logic of the passage. The Numerical Critical Reasoning Test is designed to measure the ability to make correct decisions or inferences from numerical or statistical data. It consists of a number of tables of statistical information, with several questions drawn from tables in a random sequence. The task in every case is to select the correct answer from five or ten possible answers. Examinees may use calculators if they chose to do so. These tests have only been offered in the United States since 1990, but have been used for making graduate school admissions decisions and managerial hiring decisions in the United Kingdom for many years. The manual reports the coefficient alpha internal consistency reliability coefficients as .74 and .82, respectively. A number of validity studies using criteria from employment settings have found validity coefficients ranging from the low .20s to the high .30s.

The Defining Issues Test is published by the Center for the Study of Ethical Development of the University of

Minnesota. It is given in an untimed manner and consists of six dilemmas with the same 12 objective, "ethical choice" questions asked about each dilemma. Three scores from this instrument were used in the present study: the P, D, and U indices. The P score is the simple sum of scores from Stages 5A, 5B and 6 from Kohlberg's theory of moral development. Specifically, Stage 5A represents considerations that focus on organizing a society by appealing to consensus-producing procedures, insisting on due process and safeguarding minimal basic rights. Stage 5B represents considerations that focus on organizing social arrangements and relationships in terms of intuitively appealing ideals. Stage 6, the highest stage in the theory, represents considerations that focus on organizing a society and human relationships in terms of ideals that appeal to a rationale for eliminating arbitrary factors and that are designed to optimize mutual human welfare. The test author, James Rest, considers P to be a useful general index of moral judgment development. The D value is simply a rescaled version of the P index using item-response theory. Therefore, D is quite similar to P. Finally, the U index has been termed the "Utilizer" score. It represents the degree to which a subject uses concepts of justice in making moral judgments. Scores on U range from -1.0 to 1.0 but tend to be between .10 and .20. The P and D indices have been evaluated for test-retest reliability using one-half of the current instrument (six scenarios). Across different samples, these coefficients range between .71 and .82 and .67 and .92, respectively. Coefficient Alpha has been found to be approximately .77 and .79 for these two indices, respectively. Furthermore, a variety of different kinds of validation information have been presented in the test manual.

Statistics. This measurement of their level of status with regard to their critical thinking and moral reasoning was then compared with their pre-test levels taken in the Fall of 1990. The scores on the four pre-tests were compared with those of the post-tests using a dependent Hotelling's T-squared test, with individual univariate t-tests performed in the event of a significant result. While not central to the evaluation of this program, the various measures were also correlated pre- and post and across measures so that increased information regarding the very important measurement of critical thinking in the context of higher education was generated. It might also be noted, however, that from a cautionary perspective, this year there are only ten students involved in the evaluation of the MALS program. Thus, the power of these statistics are quite weak.

Results. The dependent Hottelling's T-squared test led to a statistically significant difference across the group over time. (The Wilks' Lambda is 0.019, with a resultant F

value equal to 26.51 with 6 and 3 degrees of freedom, leading to a probability of $p<.05$.) Therefore, univariate dependent t-tests were performed comparing the individual variables over time. Table One presents the means and dependent t-test results for these variables.

Table One

Pre-test and Post-test Means
Over the First Year of MALS Study

Variables	Pre-test Mean	Post-test Mean	t-test
Watson-Glaser	52.11	57.11	-2.42*
SHL Verbal CrT	32.56	30.44	2.13
SHL Numerical CrT	16.11	17.44	-1.00
Defining Issues P	44.74	42.73	0.03
Defining Issues D	25.76	26.34	-0.97
Defining Issues U	0.14	0.19	-0.85

* $p<.05$.

Thus, the primary difference over time occurred to the Watson-Glaser Critical Thinking Test. Additionally, that statistical test would have been more significant and the difference on the Numerical Critical Thinking would have approached statistical significance had the data from one individual who had had a stroke during the year and returned to the class just prior to the post-test been deleted from the data set. A second individual who was pregnant became nauseous during the examination period and was administered those measures that she had not yet begun at a later time. To be most conservative, however, and in that no statistical tests were reversed with the deletion of these data, their data were left in the set.

Evaluation in the 1991-92 Academic Year

Consideration of cognitive and critical thinking outcomes. It did not seem reasonable to ask these students to take the four above mentioned tests voluntarily once again (that is, to take the Watson-Glaser Critical Thinking Appraisal, the SHL Critical Thinking Test for Verbal Critical Reasoning, and the SHL Critical Thinking Test for Numerical Critical Reasoning and the Defining Issues Test). However, a performance measurement approach to program evaluation was developed and used. Two problem situations were developed during the summer of 1991, with a series of questions relating to each situation provided. (This

instrument may be found in Appendix A). Early in the Fall semester, first-year students entering the program were asked to read the problem situation and provide a brief (two to four page) written description of the issues bearing upon the problem situation and how they would consider solving it. As well, students who have finished one year in the program were also asked to respond to this problem situation. In their case, they took the measure home and brought it to class the following week. Then, two individuals knowledgeable about philosophy and moral reasoning were asked to read the responses, blind to the responding student's identity and class/year status. They scored the students' responses using the Likert scales that may be found in Appendix B. The level of sophistication with regard to critical thinking and moral reasoning was evaluated (through the use of rating scales developed by this evaluator and employed by the two raters). Thus, using a Fordham-developed written problem simulation, we generated independent verification of changes in the students. This research design, which is a form of non-equivalent control group design, also involved the administration of one of the critical thinking tests to the incoming students so that we would have a covariate to control for their levels of general initial critical thinking (of course, using the pre-test scores of the second-year class as covariates). This study, in conjunction with the pre-test, post-test analysis of the test scores over the first year of graduate study in the MALS program provided a reasonable set of evidence as to the effectiveness of this program in improving general critical thinking and in applying that critical thinking to specific life problems. One of the critical thinking measures (the Watson-Glaser Critical Thinking Appraisal) was also administered to the 1991-92 entering class for the express purpose of serving as a covariate should the two classes differ significantly in cognitive ability. Since the resultant t-test indicated no differences, however, an analysis of covariance was not performed.

Inter-rater reliability. In any judgmental task such as this one, the agreement among raters is critical. Therefore, scores assigned to the 11 questions (six to the first problem situation and five to the second) were correlated across the two raters. The correlations between raters for each of the scores for the 11 individual questions may be found in Table Two. In addition, in that the six questions found under the first problem situation were summed, the inter-rater reliability for this sum may also be found in Table Two. Likewise, the five questions composing student responses to the second problem situation were summed and this inter-rater reliability was also calculated. Finally, the sums for the first and second problem situations were summed and the resultant sum became the students' overall scores on the performance assessment. Table Two also presents the inter-rater reliability of this

index.

Table Two

Inter-rater Reliability Coefficients Calculated
On the Fordham MALS Performance Assessment

Variables	Reliability Coefficient
First Problem	
Question 1	.63
Question 2	.44
Question 3	.34
Question 4	.18
Question 5	.62
Question 6	.72
Overall Question Sum	.73
Second Problem	
Question 1	.35
Question 2	.20
Question 3	.59
Question 4	.60
Question 5	.64
Overall Question Sum	.55
Overall Test Sum	.70

Thus, while the correlations are not impressive for all the individual questions, when summed over questions, the inter-rater reliability is acceptable and probably quite good. The process of summing responses over questions calls into question the internal consistency of the question responses.

Internal consistency of the 11 question responses. The ratings were assigned in the following manner. Each rater assigned 11 ratings--one to each response to the 11 questions--to each examinee. In this analysis, coefficient alpha reliability coefficients were calculated in the following manner. A sum (across the two raters) served as the item response for each examinee to each question. The coefficient alpha reliability was then calculated over (1) the six questions composing the first problem situation, (2) the five questions composing the second problem situation, and (3) all eleven questions composing the entire test. These values were .95, .75, and .96, respectively, extremely impressive figures for a test such as this, and perhaps indicating a presence of halo bias in the ratings.

Statistics. The statistical test evaluating the effects of the program was a simple t-test comparing the overall summed score across the 11 questions over the students composing the two years. In short, the sums of the

students in the 1990 entering class were compared with those of the 1991 class. This t-test, unlike the previous analyses, was an independent t-test. The means and results of this t-test may be found in Table Three.

Results. Table Three presents the means and the result of the t-test comparing the first year (uninstructed) versus the second year (instructed) as well as their average performances.

Table Three

Means and Independent Samples t-test
Comparing Written Performance Simulation of the 1990 and 1991 MALS Classes

Years	Mean	t-test
1990	106.1	
1991	103.3	0.23 (df=17, ns).

Thus, no differences across years were found.

Correlations among Variables

Table Four in Appendix C presents the correlation coefficients among the various variables provided in the study. It can be noted that most of the variables correlate quite highly. With the exception of the Defining Issues U index, all correlate to the extent that they suggest that they are measuring the same variable or, at least, similar variables. It should be noted that these data are for the 1990 class only and also show the correlations for both the pre-test and post-test measures.

Other Evaluative Information

In the second year of the MALS program, a stable or slightly larger class than the 1990 class entered: 10 students. Only one student, who had academic difficulty withdrew from the 1990 class, and, to date, no students have withdrawn from the 1991 class. Thus, to some extent it may well be inferred that the students are satisfied.

Discussion

The MALS appears to be a reasonably popular program for a program in its infancy. The students are continuing their studies. One of the goals of the program was that the critical reasoning ability of the students would increase as

a consequence of the program. The demonstrated proof of such a change is ambiguous at present. Comparisons of the tested performance of the 10 students entering in the 1990 class indicated that they improved significantly during the year on one of the measures. They did not improve on all the measures, however, hence such results must be seen tentatively. Nevertheless, that such differences could occur at all might be seen as remarkable. The number of subjects in any statistical test impacts the likelihood of finding success. That only ten students were enrolled in the 1990 class and served in the study led to an inability to ascertain differences that may actually be occurring. Furthermore, one individual had a stroke during the year and first returned to class after an absence of some two months for the post-test. A second, who was nearing the end of a pregnancy, became nauseous during the testing. These were the only two individuals whose performance declined during the year. Had these real impacts not been felt, more positive results may have occurred.

The written performance assessment appears to be a potentially useful measure. It was reliably scored by two judges and the items correlate among each other. It is unfortunate that differences across the two classes were not found.

As in many evaluations, the measures that were administered in this study were not "high stakes". In fact, they had no impact on the students taking them at all. Under such circumstances, it is not implausible that students levels of motivation would not be high. It is more plausible, on the other hand, that the motivations of entering students who are somewhat anxious about their prospects might be higher than those in later stages of their education. Such a hypotheses, if true, could explain a number of the "non-findings" of the present evaluation study.

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Appendix A:

Fordham Written Performance Assessment

Fordham University M.A.L.S. Review and Evaluation Exercise

Fall Semester, 1991

Instructions: As you know, the initiation of the M.A.L.S. program at Fordham has been supported by the United States Department of Education. Part of this support requires an evaluation of the program, in which you have already participated. You are now asked to read the two stories which compose this packet during the next week and to respond to the questions at the conclusion of the stories to the best of your ability. Please spend approximately an hour on each exercise. While this exercise is important for the program and will help shape both this program and others like it, your responses will not count for your course grades. In fact, although faculty members associated with the M.A.L.S. program will read your responses and score them, they will do so without knowing whose responses they are. Also, the scores will be analyzed only to provide a measure of **group** performance. To achieve an objective measure, it is important that you work on this activity by yourself. While some answers may be better than others, there are no correct answers, as you are well aware.

Please write your name and social security number below and circle the year of your entry into the M.A.L.S. program below. Then paper clip your responses to each of the two exercises to this cover sheet. Be certain that you put your social security number in the upper right hand corner of each page. Begin your answers to each question on a new sheet of paper.

This exercise will be discussed at a future time and should you have questions about it as your are working on it, please call Dr. Kurt Geisinger at 203-329-9010 or 212-579-2183.

Please bring your responses to class on _____.

Name: _____.

Social Security Number: _____.

Year of entry (please circle appropriate year):

1990

1991

1. You have applied for a graduate assistantship in that you cannot complete your education without this financial and tuition assistance. Shortly thereafter you find out that you have been appointed as the graduate teaching assistant for a philosophy professor who is teaching an undergraduate philosophy course, the topic of which interests you. The Chairperson who appoints you to this position tells you to go to see the professor, whom you do not know, to learn your responsibilities for the course. The Chairperson tells you to do whatever the course instructor tells you to do. In your initial meeting with course instructor, you immediately observe that he is completely blind. He tells you that he needs you, therefore, to be his eyes and ears, that you must attend all of his class meetings, and do various tasks that he assigns. In fact, he further tells you that of all the graduate assistants available this semester, you are the only one whose class schedule enables you to attend all of his class sessions. You agree that attending his classes is indeed possible for you. Among the tasks that he assigns you is reading the students' essay test answers to him so that he may grade them and also taking attendance for him at the start of class. With regard to this latter assignment, he tells you that you should assign seats to the students so that your task of checking attendance is easier and that he also wishes to note any students who should leave class early. You agree that these are reasonable tasks for an assistant. He continues that you will be responsible for keeping the grade book, in which he keeps test scores, attendance information, etc. He provides you with a grade book and information that he has developed over the years for his assistants explaining the grading of students in his class. He gives you several weathered sheets that show, for example, that attendance counts 25%; classroom behavior, 25%; the midterm, 25%; and the final examination, 25%. At the first class, he tells the students that they are expected to come to class and will be graded on their midterm and final examinations. During this first class, you note that he clearly appears to be the most boring and worst prepared professor you have ever seen and that the students are reading magazines, their textbook, novels, and materials for other courses during his lecture. After the first class, he asks you to accompany him to his office. In his office, he tells you that he learned previously that students sometimes do not give him their undivided attention in class--something he attributes to a bias against the blind--and that he wishes you to take notes, seat-by-seat, each class period, as to what every student has been doing during the class. Specifically, he wishes to know student by student whether they are giving him their undivided attention for the entire period. He then gives you a second final grade calculation sheet that he has developed and you see that students who do not pay complete attention the entire period each and every day

will earn no points for classroom behavior (25% of the total course grade) and can therefore no earn better than a "C" for the course. After attending several classes as the assistant, you become conflicted that no students are providing their undivided attention to the professor; indeed, he is so boring that many are reading magazines and textbooks throughout the period. Furthermore, you are conflicted in that he has never told the students that they will be graded on their classroom behavior. You go to talk the matter over with the Department Chairperson and she stops you from telling her your dilemma. She states that she believes totally in academic freedom and simply does not get involved in the classes taught by members of her department. Finally, she warns you sternly that you should take this matter no further.

Questions

a. What are the conflicting values in this situation?

b. What is the relative importance to you of these values?

c. What facts are relevant to their ranking in this situation?

d. What are the possible alternative resolutions?

e. Which alternative would you select in this situation?

2. Imagine that you are a high school biology teacher who has lived in a town in northern Westchester County, north of New York City for many, many years and have become something of a fixture in the community. Your friend, the Town Commissioner, asks you to serve on the Town's Zoning Board to complete the term of a previous member who moved out of the town and you agree, believing that you should give something back to your community after such a long period of residence. You know from reading the newspaper and talking about issues with your high school students that the Zoning Board primarily rules on requests for variances which builders and homeowners request. In fact, about ten years earlier, you went before the Zoning Board when you needed to add two rooms to your home to house your ill Mother, who lived with you for a few years near the end of her life. (You had needed to add this "in-law" apartment for her although you had two empty bedrooms upstairs, she could no longer climb steps.) The reason that you needed the variance was that your septic system had been approved for a three bedroom house, not a four bedroom house. You were given the variance, but it would not survive your ownership of the house; that is, future owners of the house would need to re-apply for the variance or would need to increase the size of their septic system. You thought that the Zoning Board's solution was creative and somewhat Solomon-like, therefore you are pleased to serve on the Board. At that time, a friend of yours who was an attorney told you that it is normally an implied right of landowners to build on land that they own. You also know that cases before the Board recently have become somewhat more argumentative in that your town has seen considerable building during the previous decade and the townspeople would prefer to see the quasi-rural/suburban character of the community preserved.

   In reading a newspaper article about your appointment, you learn that of the seven members of the Board, three are appointed by a homeowners' organization, three are appointed by the local builders' organization and the impartial party (you) is appointed by the Town Commissioner. The Chairperson of the Committee rotates each meeting. Before your first meeting, you take an oath of office, promising to be represent and protect the Town to the best of your abilities and to be fair to all who come before you. During this first meeting, the Chairperson, one of the homeowners' representatives, is working quite hard to run the meeting impartially. As a teacher used to faculty meetings, you are quite impressed with her running of the meeting. There are only three cases before you this month and the first two are passed easily by all on the Board.

Your third case is a trying one. The individual making the appeal is a builder who purchased a lot on a small lake at a bargain price. Indeed, the lot, which was quite small, was known in the community as being "unbuildable", even though it was a legitimate one-quarter acre lot, the smallest permitted in this zoning district. The problem is that this lot is a narrow strip, the entire parcel being quite close to the lake. The Town Council had passed a new law several years earlier that was called the "Town Wetlands Ordinance". This ordinance required a "Wetlands Permit" before building could take place within the wetlands. (Wetlands are defined as areas within 100 feet of lakes, rivers, ponds, or swamp-like areas.) The builder states, in arguing for the permit, that the house that he plans to build will not be in the wetlands area, but that the backyard, the garage, and the septic system will need to be placed there, since the house was placed on the only spot in the parcel not inside the 100 foot distance from the lake. (You were aware of these details in that you had been provided with the application one week prior to the meeting.) The builder provides a report by a septic system installation company that states that they can place a septic system in the designated spot and that it will not foul the lake at all. The builder is then represented by an aggressive attorney who states that the town must provide his client with this permit quickly. Further, the attorney documents that many of the houses already around the small lake are in not in compliance with the Wetlands Ordinance. Any delay would prove costly to his client and should the Board even consider denying request, this decision would be tantamount to a "taking." The Town Attorney, who is present on the Town's behalf, informs the Board that a "taking" is when the government in effect makes a piece of property useless; in such an event, the Town must pay a Landowner fair market value for the property. The Town Attorney also informs the Board that the properties surrounding the lake need not be in compliance with the Wetlands Ordinance in that they were all built prior to the passing of the ordinance, in most cases by 10-20 years. The builder's attorney then continues pursuing his client's case and states emphatically that the builder will sue the Town and the individual members of the Board if they do not provide this variance.

The Town Attorney informs the Board that this case will be a test case for the Town and, right or wrong, the decision will probably affect many future rulings.

The Chairperson asks if any in the audience wish to comment on the proposal. The President of the Lake Association stands up and states that the Association is strongly opposed to this building, that the lake has been troubled with septic runoff for several years and that the

Association has been actively working to keep the lake clear and, in fact, to clean it up. He details some of the actions that the Association has taken. He provides the Board Chairperson with a petition against approving the building signed by all 95 members of the Lake Association. Then he passes the floor to an expert hired by the Association. This expert, a so-called limnologist, is a biologist specializing in the study of lakes. He is a professor at a local university with whose work you are quite familiar. He speaks to the fact that this lake is indeed endangered. He shows evidence from the published literature that septic systems so close to lakes are clearly dangerous and are quite likely to cause severe and permanent damage to the lake. He continues talking but his presentation is largely quite technical. Most of the Board stops listening to him, but as a biology teacher, you understand that he is carefully documenting his case. When he has completed, the lawyer for the builder simply asks him how much he is being paid by the Lake Association and, after the Board Chairperson instructs him to answer, he states that his rate is $1,000 per day.

Next, an attorney for the Lake Association speaks. He is one of the members of the Lake Association and reports that he normally works for a bank. He reports that the Lake Association has been consistently monitoring the quality of water in the lake and believes it currently safe for swimming, boating, etc. He states rather gently that should the condition of the water change, someone would be responsible. He does not specify who this party would be. He calls upon the Board to do the duty with which they were charged--to protect the Town.

Finally, the Chairperson asks if any others in attendance wish to speak. A few Lake Association members stand up and make comments regarding quality of life, the need for green space, and for the continuance of wildlife so close to New York City, where so many of the residents of the Town work. Most of their arguments are rather emotional. One mother, for example, pointed to a picture of her children swimming in the lake and asked who was against children swimming in the lake. At long last, three hours after this case has begun, no other member of the audience wishes to speak.

Since you are the newest member of the Board, you vote last. When it is your turn to vote, the vote stands at 3-3. You look to the Town Attorney for guidance and he whispers to you that it is a town statute that decisions must be made on the date of the hearing; that is why all of the relevant information must be provided information to the Board in advance. An abstention is interpreted as a positive vote, favoring the variance. You quietly request help from him and he shrugs and responds that he is not a Board member.

Questions

a. What are the conflicting values in this situation?

b. What is the relative importance to you of these values?

c. What facts are relevant to their ranking in this situation?

d. How would you vote and on what basis?

Appendix B:

Evaluation Forms for the

Fordham Written Performance Assessment

MALS Critical Thinking Exercise Evaluation Form

Instructions: Please read the answers to the questions for the first problem and evaluate those responses first before moving on to the second problem. After you have read and scored all responses to the first problem, go through the responses again to read and score the responses to questions on the second problem. Be certain to check that the identification numbers on the responses match those on these Evaluation Forms. You must circle the appropriate number (1-7) for each response. If you have any questions, please do not hesitate to call Kurt Geisinger at (212) 579-2183 or (203) 329-9010.

First Problem ID#_____

A. To what extent does the student evidence the ability to think logically?

1 2 3 4 5 6 7

Little Evidence — Much Evidence

B. To what extent are the responses free of illogical thinking?

1 2 3 4 5 6 7

Not at all Free — Very Free

C. To what extent is the student able to enumerate the critical factors/values bearing upon the situation? (a)

1 2 3 4 5 6 7

Little or no Ability — Considerable Ability

D. Are the values assigned appropriate degrees of importance? (b&c)

1 2 3 4 5 6 7

Not at all Appropriate — Very Appropriate

E. To what extent is the student able to provide one or more alternatives?

1 2 3 4 5 6 7

Little or no Ability — Considerable Ability

F. To what extent is the student able to choose among alternatives to propose one that is quite acceptable?(e)

1 2 3 4 5 6 7

Little or no Ability — Considerable Ability

Second Problem ID#_____

A. To what extent does the student evidence the ability to think logically?

1 2 3 4 5 6 7

Little Evidence — Much Evidence

B. To what extent are the responses free of illogical thinking?

1 2 3 4 5 6 7

Not at all Free — Quite Free

C. To what extent is the student able to enumerate the critical factors/values bearing upon the situation? (a)

1 2 3 4 5 6 7

Little or no Ability — Considerable Ability

D. Are the values assigned appropriate degrees importance? (b&c)

1 2 3 4 5 6 7

Not at all Appropriate — Very Appropriate

E. To what extent is the student able to defend the way in which he or she would vote?

1 2 3 4 5 6 7

Little or no Ability — Considerable Ability

Appendix C:

Correlations among Critical Thinking and Moral Reasoning Measures

Table Four

Correlations among Pre-test and Post-test Measures in MALS Evaluation using the 1990 Class

PEARSON CORRELATION MATRIX

	PREWGT	POSTWGT	PRENCT	PREVCT	POSTNCT
PREWGT	1.000				
POSTWGT	0.789	1.000			
PRENCT	0.861	0.619	1.000		
PREVCT	0.523	0.781	0.404	1.000	
POSTNCT	0.853	0.675	0.960	0.521	1.000
POSTVCT	0.644	0.824	0.616	0.836	0.698
PREP	0.699	0.664	0.440	0.638	0.463
PRED	0.871	0.927	0.626	0.775	0.706
PREU	0.068	0.024	-0.206	0.030	-0.119
POSTP	0.718	0.578	0.521	0.277	0.434
POSTD	0.767	0.789	0.491	0.490	0.500
POSTU	-0.167	-0.466	-0.003	-0.440	-0.073
ESSAY	0.526	0.595	0.486	0.687	0.622

	POSTVCT	PREP	PRED	PREU	POSTP
POSTVCT	1.000				
PREP	0.676	1.000			
PRED	0.804	0.766	1.000		
PREU	-0.039	0.338	0.064	1.000	
POSTP	0.471	0.742	0.677	-0.041	1.000
POSTD	0.499	0.655	0.857	-0.024	0.844
POSTU	-0.380	-0.285	-0.480	0.466	-0.314
ESSAY	0.596	0.220	0.580	0.246	-0.119

	POSTD	POSTU	ESSAY
POSTD	1.000		
POSTU	-0.501	1.000	
ESSAY	0.197	0.077	1.000

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Assessment Report

by

Dr. Arthur Williamson

MASTER OF ARTS IN LIBERAL STUDIES

AT

FORDHAM UNIVERSITY

AN ASSESSMENT

Arthur H. Williamson,
Professor of History
California State University, Sacramento

8 June 1991

THE EXTERNAL REVIEWER

Arthur Williamson directed the MALS program at New York University from 1979 to 1988. He subsequently became the Graduate Dean at California State University, Sacramento, where he established a similar program. He has advised universities seeking to create Liberal Studies programs and has frequently addressed professional organizations about such programs. Dr. Williamson is a historian who specializes in the history of political thought and the cultural foundations of the social sciences.

Introduction

The MALS program at Fordham University is now entering upon its fourth year. By all standards the program has proven an unqualified success and promises to become a major asset to the University.

The curriculum is not only intellectually sound, but also highly innovative and exciting. The student population is diverse, able, and visibly benefiting from its experience. The core faculty are appropriate and strongly dedicated. The program as a whole variously provides an effective university forum for interdisciplinary discourse and thereby has enriched the Rosehill campus generally.

In so saying, Fordham clearly meets all the central MALS objectives and constitutes a fine example of such programming. But it also does more than that. Its particular concern is ethics and practical judgement, and this concern gives the program its unique character and special attractiveness.

The remarks that follow will discuss each of these items in greater detail.

Curriculum

The two introductory courses have been carefully constructed and fit together well. Although they are informed by the

thinking of several faculty, they still possess coherence and integrity--and provide a cogent introduction for approaching diverse subject matters through the perspective of ethical decision-taking and the determination of social/personal good or goods. The third "capstone" course follows the standard structure of most Master's degree programming and is particularly important to Liberal Studies. The analytical essays produced in it will provide the most meaningful measure of the program's effectiveness (see "Evaluation" below).

The introductory courses will inevitably be taught by various faculty, and their foci will inevitably shift as a result. This circumstance should prove enriching. The program may find it useful to introduce students to Post-Modernist themes (with its preoccupation with "individualization" and the critique of everyday life) or to the role of metaphor, rhetorical power, and myth not only in the generation of values but in practical judgement. The perceptions of such thinkers as Nietzsche and Foucault might usefully inform the program's lines of inquiry. Alternatively, the program may invite its students to look at ethical judgement through the dimension of time. Have the processes of decision-making been imagined differently at different times? Fordham's concern for ethical judgement of course grows out of the Counter-Reformed tradition of "casuistry", and it may interest students and faculty alike to examine critically the context and assumptions of these concerns. The program clearly has attracted faculty who could undertake

such explorations.

Faculty

The core faculty seem altogether appropriate for the program's objectives. Most appear to be primarily concerned with teaching, but all have serious scholarly interests. Moreover, they have clearly engaged the interest of their colleagues throughout the campus. This capacity to bring together highly specialized colleagues will likely prove extremely important.

Students

The initial cohort of students has turned out to be wide-ranging in its interests, backgrounds, and ages--a circumstance which is surely very healthy and is characteristic of successful MALS programs. These students illustrate better than anything else the possibilities and clear relevance inherent in a program organized around the themes of ethics and moral judgement. It is surely no accident that the New York City "Mayor's Fellowships" for exceptional city employees should have found Fordham's MALS program uniquely attractive.

The University

The program has already proven itself to be an intellectual leavening for the larger university community. The program's faculty committee has become a forum for significant faculty

intellectual interaction. The interdisciplinary symposium series--organized about topics of enormous importance and urgency--not only actively engage the University but the community beyond as well. Perhaps the most telling indication of the program's vitality (and great potential) are the overtures made to it by other campus groups like Women's Studies and the Ad Hoc Committee for Multicultural Education. Probably nothing more powerfully exercises the contemporary moral imagination than does the engagement of cultural diversity with the universal (and even transcendent) claims of ethical judgement. Similarly, the relation of gender difference to moral perception comprises of area of discussion with extraordinary possibilities. The Fordham program is exceptionally well-positioned to provide both administrative and intellectual leadership.

Evaluation

The program has been extremely conscientious in developing program evaluation mechanisms and outcome assessment tests. At this early stage it probably should not be surprising that the initial results have been inconclusive. The real measure of the quality of its "product"--its students--will emerge from their analytical essays. Beyond that, the strength of the program will be measured by its intellectual impact on the University, a matter not easily indexed or calibrated. At this point the energies devoted to measurement mechanisms might be better redirected into program development--especially if the

anticipated scholarly interest in these mechanisms no longer seems likely. The program might want to consider another review several years from now when the program has produced a sufficient number of graduates. Then the indices suggested above will probably provide the most significant insight.

Conclusion: A Fordham Model?

The Fordham program fully meets all the standards by which one can assess any MALS program. While it is true that all such programs have their own character in the sense that they are limited to their faculty, Fordham has gone further in that it poses a different set of questions and possesses a differentiated agenda. It is here that Fordham's achievements acquire a special significance. Unlike so many others, the matrices adopted by the Fordham program translate liberal learning into social action in the most direct way: judgement, decision, practical outcomes. That is why it speak so compellingly to city government. That is why the program could succeed in an region where there have been well-establish, highly visible, and high quality MALS programs since the middle 1970s. If Fordham can broaden its intellectual base and develop its linkages with both private and public agencies, then it may very emerge one of the archetypal programs in the country. Liberal Studies has long been one of the consistent growth areas in graduate education today. Fordham may lead this powerful movement in new and still more creative ways.

APPENDIX

The foregoing evaluation derived from a site visit on 1 June 1992 and from a review of the following materials.

*Project Explanatory Narrative for Year One

*Project Report for Year Two

*Internal Evaluator's Report for Year Three

* Core Course Syllabi

* Vitae for Core Course Professors and Directors

* Student Profile Summary

* Symposia Flyers for 1991-92

Symposia Flyers for 1991-1992

and

Report on Spring 1992 Symposium

Liberal Studies Fall 1991 Symposium

Multiculturalism and the Reappraisal of Columbus

with
William Baumgarth of Political Science
Hector Lindo-Fuentes of History
Allen Gilbert of Anthropology
Mark Naison of Afro-American Studies

Friday, November 22nd
7-9 pm
Music Room
2nd Floor, McGinley Center

Following presentations by each speaker, the audience will be invited to join the panel in discussion.

Master of Arts in Liberal Studies Program presents
Spring 1992 Interdisciplinary Symposium

POLITICAL CORRECTNESS AND FREE SPEECH ON CAMPUS

with

Vincent Colapietro, Philosophy
Elaine Crane, History
John Phelan, Communications
Stephen Thomas, Political Science

Tuesday, March 31st, 6:30-8:30pm
Music Room, 2nd floor, McGinley Student Center

Following presentations by each panelist,
the audience will be invited
to join the panel in discussion.

"Political correctness makes up for past wrongs but it is difficult to reconcile with free speech."

— Elaine F. Crane, Professor of History

Story by Lisa A. Glazewski, FCO '92

Professors question whether free speech and political correctness can co-exist

Members of the liberal-arts faculty recently discussed two principles that have been in the news lately, free speech and freedom from perceived bias. Media reports indicate the two principles are butting heads most prominently on university campuses.

In the forum "Political Correctness and Free Speech on Campus," professors discussed whether the two are compatible. The answer is probably not.

"Political correctness," sometimes referred to by the abbreviation "PC," is a label that has been affixed to a range of opinions largely perceived as liberal, from rejection of racist speech to support for feminist ideology and multicultural education, among others.

"Political correctness is easy for the media to report on, compared to the more complex but more real challenges facing higher education."

— John M. Phelan, Professor of Communications

And the PC movement has created strange bedfellows: At some prominent universities, liberal scholars and administrators have supported restrictions on offensive speech, while their conservative colleagues argue such a stand violates First Amendment rights.

Stephen R. Thomas, associate professor of political science, suggested speech codes do not work. Such codes, he said – which may include penalties for students who engage in "offensive" speech – have not been able to distinguish disagreeable speech from disruptive or threatening actions.

Sponsored by the Master of Arts in Liberal Studies Program, the spring 1992 Interdisciplinary Symposium also featured Vincent Colapietro, associate professor of philosophy; Elaine F. Crane, professor of history; and John M. Phelan, professor of communications. Robert O. Johann, professor of philosophy and director of the MALS program, served as moderator and introduced the panelists.

Panelists indicated truly free speech allows harsh words and potentially hurtful things to be said on campus, not just among students but by faculty in the classroom. On the other hand, they noted the push for political correctness breeds a fear that may cause a professor to alter his or her teaching style, so as not to offend any student.

Thomas said political correctness can be seen as a new orthodoxy. But campuses are sometimes unfriendly, even hostile, places, and civilizing undergraduates is not easy, he said. Pointing to his own college days, Thomas said behavior that would not have been acceptable 25 years ago "is becoming socially acceptable — in some places hours, anti-Semites, racists."

Crane said political correctness encourages "unoffending opinions about previously offended groups," while free speech can result in harsh statements. Reconciliation is difficult because both can distort evidence and frustrate knowledge.

As an example, Crane said it would be wrong to argue slavery was beneficial to African Americans. However, she said, the standard of living for slaves often was better than that of free blacks because the wealth of the "big house" would at times reach the slave population. Yet to take a position that gives slavery any positive qualities may be offensive to students and colleagues.

"Political correctness makes up for past wrongs but it is difficult to reconcile with free speech," Crane said.

Colapietro said the debate identified not solely a matter of power, but also a need to be politically literate. He said that political correctness is a "club used by the right to beat the left; however, the left has said some silly things."

He pointed to a number of things that have been used against the left in the argument, such as the importance of a disinterested pursuit of truth, the cultural nature of standards and the possibility of overlooking the uniqueness and differences of people.

Political correctness can be seen as a new orthodoxy

— Stephen R. Thomas, Associate Professor of Political Science

Colapietro stressed that the left has embraced reluctantly an inclusive language to represent an ideological common ground that includes some sort of "we," but has not clearly identified those who are to be included. The right, he said, argues for the need of a similar shared human nature, but claims the arena should be the university.

Phelan said he believed political correctness has been blown out of proportion.

"Political correctness is confined to a very small number of elite universities as a serious problem," Phelan said. "Political correctness is easy for the media to report on, compared to the more complex but more real challenges facing higher education. Unfortunately, the elites who follow the media are influenced by what the media perceives as public opinion and, therefore it becomes public opinion eventually."

In the discussion that followed, one audience member suggested that a policy of political correctness takes the focus off the theories question of how one should address offensive opinions and ignores the issues of people under attack.

Colapietro said he does not think there is a problem on the Fordham campus, but there might be on campuses such as those of Harvard, Yale or Stanford universities.

In response to this, one student in the audience said she fears saying certain things on the Fordham campus because she fears offending others. She said that there is an invisible line that cannot be crossed and she often censors herself.

Political correctness is "a club used by the right to beat the left; however, the left has said some silly things."

— Vincent Colapietro, Associate Professor of Philosophy

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Student Profile

Our Students: A Profile

Our students come from a broad range of backgrounds and are drawn to our program for a variety of reasons. They range in age from 28 to 72 and work in various fields, government, security, medicine, finance, and law, to name a few. When surveyed, most of our students stated that they were attracted by the ethical foundation of our program as well as by the variety of subjects which they can study as they earn their master's degree. The following four profiles are of typical students.

Barbara DeGeorge, 48, works as a controller and has a BA in Psychology. She has a personal interest in the field of ethics, specifically medical and political ethics, and so was drawn to our program because of its ethical focus.

Frank Martucci, 43, has a strong interest in art and spirituality which he has been able to explore through the variety of courses that we offer, including "Rise of the Gothic Cathedral" and "The Nature of Responsibility." He earned his BA in Economics and works as a private investor. He aims to "improve his mind and spirit" through higher education, and so he was attracted to Fordham's Jesuit background.

Another student who was attracted by Fordham's reputation as a Jesuit institution is Richard Rodrigue. He is a 49-year-old civil engineer who intends to broaden his education with his liberal studies degree. He was also attracted by our program's ethical focus, and he hopes to receive "a foundation and framework to support the decisions one must make in living a responsible life."

Maura Laverty is a 37-year-old registered nurse who wants to complement her medical background with a liberal studies degree. She aims to concentrate on medical ethics for she is currently involved in HIV-related research and serves on the Ethics Committee at Bellevue Hospital.

Of the 23 students, 11 were surveyed. Of the eleven students surveyed, the average age is 43. They range in age from 33 to 72.

Occupations: controller, civil engineer, printer, Registered Nurse, security supervisor, U.S. Army Officer, secretary, graduate student, staff analyst, private investor.

Courses taken: Nature of Responsibility (9), Sociology of Religion, Environmental Pollution (3), Principles of Ethics, Spinoza's Ethics, Historical Theories of Being Human, Quest for the Absolute, Morality of War, Medieval Political Thought, People and Plagues (5), Media Methods and Messages (2), Writing: The Editorial Process, Rise of the Gothic Cathedral, Problems of News (2), Public Service Communications.

Interests: Sports, government and politics, medical ethics, reading, theology, HIV research, volunteer community work, counseling, music, performing and visual arts, art and spirituality.

Higher education:
Criminal Justice/Northeastern University, Psychology/Fordham, Civil Engineering/Manhattan College, English/Wagner College, History/Fordham, Sociology/Fordham, Management/Univ. Maryland (Germany), Sociology/Fordham, Political Science/ St. Bonaventure University, Literature & Writing/Columbia, Economics/William Penn College.

What they were looking for in a MALS program:
diverse subject areas, a broadening foundation to support and make responsible life decisions, moral decision making theories, personal academic discipline, exploration of diverse personal interests with the aid of an advisor, complement medical background with ethical approaches, a flexible advanced degree program, an easy schedule to meet work hours, help in order to meet the complex social and moral issues that one faces in community work, AIDS work, the chance to design own program of study, direction as a writer, improve mind and spirit and help others do the same.

Why Fordham?
Academic reputation, financial support, met my needs, Jesuit tradition and scholarship, concentration on traditional values, research facilities, courses offered in theology and philosophy, encourages people from different fields to pursue a degree in liberal studies, family tradition of attending Fordham, knowledge is concerned with human values at Fordham, good student-faculty ratio, location.

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Program Information

and

Brochure

GRADUATE SCHOOL OF ARTS AND SCIENCES

COURSE LISTINGS 1991–92

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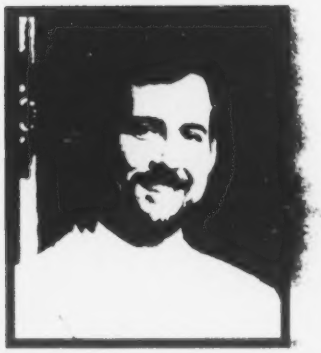
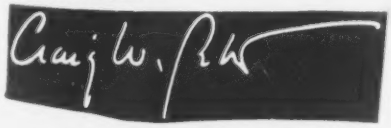


For more than 150 years, Fordham University has been providing a superior education based upon the Jesuit tradition of scholarship and teaching. The Graduate School of Arts and Sciences was founded over 75 years ago to expand this tradition into the graduate area, offering master's and doctoral degree programs in the major humanistic and scientific disciplines.

Fordham counts among our alumni and faculty a 1991 MacArthur fellow, a number of Fulbright scholars, and a multitude of fellowship and grant recipients. Their areas of achievement range from scientific research in biology to literary and historical scholarship in English and medieval studies to speculative research in theology and philosophy.

As Director of Admissions in the Graduate School, I can assure you of the high quality of the faculty, academic programs and research facilities here at Fordham. Current standards of academic achievement will continue to be maintained as we progress towards the third millennium.

Please contact the Office of Admissions for further details concerning our master's and doctoral programs as well as the application process for Fordham University's Graduate School of Arts and Sciences.



CRAIG W. PILANT
Director of Graduate Admissions

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Fordham University Graduate School of Arts & Sciences

Along with a brief overview of Fordham University and of the Graduate School of Arts and Sciences, this booklet lists all the courses being offered in the GSAS during the academic year 1991-92.

The courses are listed by department, along with the names of each department's full-time faculty and a brief description of departmental requirements.

Other information within these pages includes:

Page 2 — how to apply to the GSAS
Page 2 — tuition and fees for 1991-92
Page 3 — financial aid information for 1991-92
Page 3 — explanation of course numbers
Page 4 — an academic calendar for 1991-92

The material here does **not** replace the current Graduate School of Arts & Sciences *Bulletin*, which contains **full descriptions** of all courses offered for the academic years 1991-92 and 1992-93. The *Bulletin* also gives complete descriptions of all departments within the Graduate School, as well as each department's faculty and areas of specialization, the programs of study, the degrees offered, degree requirements, research facilities, admission procedures and policies.

The complete and comprehensive *Bulletin* is available in the Graduate School's Office of Admissions in Room 216, Keating Hall, as well as in the Fordham libraries at Rose Hill and Lincoln Center.

Fordham University

Founded in 1841 by Bishop John Hughes, Fordham University is an independent institution offering higher education based upon the Jesuit tradition, focusing on both the expansion of knowledge and the humanistic development of the whole person. Fordham offers instruction in the liberal arts and selected professional areas on both the undergraduate and graduate levels. Today, about 13,000 students are enrolled in the more than 70 academic programs taught by a full-time faculty of over 500. Of the full-time teachers, over 95 percent have a doctorate in their field.

Fordham's four undergraduate colleges and six graduate schools are located at three distinct — and distinctive — campuses. The original site at Rose Hill, an 85-acre green enclave in the north Bronx, is home to Fordham College, the College of Business Administration, the School of General Studies, the Graduate School of Arts and Sciences, and the Graduate School of Religion and Religious Education. The undergraduate College at Lincoln Center, the School of Law, and the graduate schools of Business Administration, Education, and Social Service are all located at Fordham's Lincoln Center campus in mid-Manhattan. The Graduate Center at Tarrytown, in New York's suburban Westchester County, also offers degree programs in the graduate schools of Business Administration, Education, and Social Service.

The Graduate School of Arts and Sciences

The Graduate School of Arts and Sciences, founded in 1916, is located in the historic Keating Hall at Fordham's Bronx campus. The School offers the master's and the doctoral degrees in biological sciences, classics, economics, English, history, philosophy, political science, psychology, sociology, and theology. A master's degree is also offered in communications, and in philosophical resources. Interdisciplinary programs are available in international political economy and development, liberal studies and in medieval studies, and the department of computer and information sciences offers some courses of interest to graduate students.

Directory

Offices

Admissions	Keating 216	579-2137
Financial Aid	Dealy 218	579-2155
Associate Dean	Keating 221	579-2526
Dean	Keating 222	579-2525
Director, Counseling Center	Dealy 226	579-2140
Career Planning and Placement	McGinley 224	579-2152
Registrar	Dealy 117	579-2129
Residential Life	Alumni North basement	579-2327
Bursar	FMH 519	579-2329
Library	Duane Library (Reference)	579-2415
Health Center	Theibaud Annex	579-2648
Book Store (Barnes & Noble)	Fordham Plaza	367-5177
Intercampus Transportation (Ram Van)	McGinley 242A	579-2342
Campus Ministry	McGinley 104	579-2050

Departments and Programs

Biological Sciences	Larkin 160	579-2557
Classical Languages	Administration 22	579-2042
Clinical Psychology	Dealy 346	579-2170
Communications	Faculty Memorial 430	579-2533
Economics	Dealy E530	579-2225
English	Dealy 536	579-2246
History	Dealy 612	579-2278
International Political Economy and Development	Dealy 623	579-2238
Liberal Studies	Keating 313	579-2323
Medieval Studies	Keating 107	579-2041
Pastoral Planning	Dealy 405B	579-2202
Philosophical Resources	Collins 123	579-2352
Philosophy	Collins 139	579-2352
Political Science	Dealy 641	579-2298
Psychology	Dealy 345	579-2174
Sociology and Anthropology	Dealy 407	579-2202
Theology	Collins 101	579-2400

How to Apply

The Graduate School of Arts and Sciences

Students wishing to apply for graduate study in the Graduate School of Arts & Sciences must obtain an application form from the GSAS Office of Admissions (216 Keating Hall) either by letter or telephone: (212) 579-2137.

Upon receiving the application packet and after carefully reading the instructions, the student is expected to provide the Office of Admissions with the completed application, statement of intent, letters of recommendation, and (if applicable) an application for financial aid. This material should be accompanied by payment of an application fee of $40.00. Official college transcripts and GRE scores should be sent directly from their source to the GSAS Office of Admissions.

In order to be considered for financial aid students must complete a financial aid form, which is due no later than **February 1**. Applications that do not request consideration for financial aid may be received up until June 1, if students wish to enroll in the coming Fall semester. Those applying for the Spring semester must submit their applications before December 1.

It is essential that application documentation is complete at the time of their evaluation. It is the student's responsibility to insure that all documents have been sent and received by the Office of Admissions in a timely and complete manner.

International students should consult the brochure on international student applications for information on TOEFL requirements and other pertinent matters concerning study at Fordham by non-U.S. citizens.

GRE Examinations (Code is #2259.)

Each incoming graduate student must provide test center copies of his/her Graduate Record Examinations (GRE) test scores. Subject test scores are also required in the departments of psychology, English and biology.

Photo-copies of GRE test scores may be submitted as a temporary measure, but applications are not considered complete until the Admissions Office receives test center copies. It is the student's responsibility to provide them.

For Fall admission to the Graduate School, the GRE general and subject tests must be taken no later than the previous December. Students applying for financial aid must be sure to submit GRE scres by the February 1 deadline. (Scores for tests taken after December will not reach the Admissions Office by that date.) Note: GRE scores are required for consideration for university-sponsored financial aid.

Transcripts

Applicants must submit an official transcript from each college and/or university attended. Students currently attending college or university may provide preliminary transcripts, reflecting their most recent grades, in order to have their applications for admission evaluated. However, a final, completed transcript must be provided prior to their matriculation at Fordham.

Letters of Recommendation

The Graduate School of Arts and Sciences requires two letters of recommendation (three for students in Psychology), which should be obtained from former professors or teachers who can give a clear and nuanced evaluation of the prospective candidate. To ensure an accurate and appropriate recommendation, candidates should discuss the content of such letters with the evaluating teachers. Applicants must submit with these letters a signed statement agreeing to waive or not waive access to the letters of recommendation.

For students who have not pursued formal studies for a substantial period of time, recommendations should be sought from persons who can give an adequate estimation of the quality and scope of an applicant's work and interests.

After Filing the Application

After all application materials are received by the Office of Admissions, they are forwarded to the appropriate department for evaluation by the Committee on Admissions, which in turn forwards them to the Office of the Associate Dean. The Office of Admissions sends out all final letters confirming or denying admission.

Once the application is complete, in most cases the admissions process takes about three to four weeks. However, because of the heavy volume of applications for Fall admissions—and for financial aid—the process can take longer. These applications are normally processed after the February 1 deadline, and notifications concerning acceptances are sent out by mid-March. Decisions regarding financial aid are sent out by the Office of the Associate Dean by April 1.

Questions

All questions regarding the application/admissions process should be directed to the Office of Admissions, Room 216, Keating Hall; telephone (212) 579-2137.

Fees 1991–92

The Graduate School of Arts and Sciences

I. GENERAL FEES:

Application Fee	$ 40.00
Add/Drop Transaction Fee	15.00
Registration Fee for Continuing Students*	55.00
Late Payment Fee	75.00
Surcharge for Returned Check	75.00
Administration of Deferred Exams	35.00
Removal of Absent or Incomplete Grade	60.00
Graduation Fee	75.00
Transcript Fee	5.00
Financial Aid Transcript Fee	5.00
Mailing of Diploma (U.S. & Canada)	10.00
Mailing of Diploma (Other Areas)	15.00
Student Accident Insurance (per semester)	12.00

*Waived for students who register during advanced registration & for new students.

II. TUITION, MAINTENANCE & EXAMINATION FEES

Tuition (per Credit)	325.00
Maintenance of Matriculation	100.00

(continued next page)

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Fees 1991–92 *(continued)*

Summer Maintenance of Matriculation	100.00
Language or Computer Examination	30.00
Dissertation Mentoring Fee	1,000.00
Dissertation Direction	352.00
Microfilm of Dissertation & Publication of Abstract	50.00
Fee for Copyright of Dissertation (Optional)	40.00
Non-credit Language Course	250.00
Doctoral Comprehensive Fee	200.00
Second Master's Comprehensives	30.00
Second Doctoral Comprehensives	60.00
Summer Master's Comprehensives (when not registered for a course)	60.00
Proposal Development (1 Credit)	352.00
Proposal Acceptance (3 Credits)	1,056.00
Clinical Internship Fee (per semester)	150.00

III. LAB FEES

Biology, Psychology	45.00
Computer Lab Fee	30.00

IV. ACTIVITIES FEES (per semester)

General Activity Fee	17.50
Residence Halls Activity Fee	15.00

V. PARKING FEE (September 1–August 31)

Students (Unrestricted Daytime Parking)	75.00
Resident Parking (Overnight)	150.00
Decal Plus Coupons	10.00 + .50/cpn
Faculty, Administrators, Staff	70.00
Alumni (when Members of Lombardi)	90.00
Visitor	2.00

VI. LOMBARDI FEES

Graduate Students	90.00
Faculty, Administrators, Staff (Full-Time)	125.00
Faculty, Administrators, Staff (Part-Time)	270.00
Alumni	270.00
Family Member Option	160.00

Financial Aid

Unrestricted Fellowships and Assistantships

The University offers financial support to graduate students in the form of fellowships and assistantships, which are awarded on a competitive basis. Holders of these awards must maintain a B+ average each semester in order to continue receiving financial aid.

Application forms for financial assistance may be obtained from the Office of Graduate Admissions. All financial aid applications must be submitted by February 1. All announcements of financial aid will be made by April 1.

Foreign students are eligible for University financial aid as described below, but may be required to show additional financial resources before the University will issue necessary forms for student immigration. The University cooperates with the Institute of International Education and other organizations to finance graduate studies and urges international students to make prior arrangements for financial assistance through these organizations.

University Fellowships

University Fellowships are first-year academic honors that provide a cash stipend. The fellowship holder has no obligation to render service to the University.

Loyola Fellowships

The Graduate School has a limited number of Loyola Fellowships made available to qualified students by the Jesuits of Fordham, Inc. These fellowships provide a stipend. The fellowship holder has no obligation to render service to the University.

Graduate Assistantships & Departmental Research Assistantships

These awards provide a cash stipend in return for assisting faculty members or administrative offices. The normal duties of an assistant take approximately 15 hours per week, as stipulated by the faculty member or office.

Other Fellowships & Grants

Other forms of university-wide financial aid are available, as well as a number of fellowships and awards in various departments and/or fields of study. For more information, contact the office of the Graduate School's Associate Dean, Room 221 in Keating Hall, (212) 579-2526.

Student Loans

Additional information about federal and state loan programs can be found in the GSAS Bulletin, which is available through the Admissions Office, or by inquiring directly to the Office of Financial Aid, Dealy Hall, Room 218, (212) 579-2155.

Departments of Instruction and Research

The University reserves the right to withdraw or modify any of the courses listed in this catalog, or to cancel any course or program for which it deems registration insufficient, or to make any other changes it considers necessary or desirable.

Explanation of Course Numbers

Course numbers are comprised of four digits. The first digit designates the course level, as follows: 5—graduate course open to qualified undergraduates; 6—graduate courses; 7—advanced graduate courses and research courses; 8—seminars and guided independent study courses; 0—special courses not within a level of instruction. The second, third and fourth digits designate the place of the course in the program pattern of the particular department.

In the course listings, beginning on page 5, the number appearing in the parenthesis after the course name indicates the credits for that course.

Academic Calendar

Fordham University Graduate School of Arts and Sciences

1991–1992

Fall Semester, 1991

September

2	M	University closed.
3	Tu	Arena Registration, 4–7 pm.
4	W	Late Registration begins.
13	F	Last day for late registration. Last day for faculty to submit to dean grade changes for ABS grades incurred in Summer, 1991. Last day for faculty to submit to dean grade changes for PI/FI grades incurred in Spring, 1991 semester.
30	M	Last day for submitting to chairpersons dissertations of candidates for degree in February.

October

5	Sa	Ph.D. Comprehensive Examinations.*
12	Sa	PhD Comprehensive Examinations.*
14	M	Columbus Day Observed: University closed.
15	Tu	Monday class schedule.
27	Su	University Convocation – Rose Hill.

November

19	Tu	Last day for February graduates to file a candidate for degree card.
27	W	Thanksgiving Eve, no classes.
28–12/1	Th–Su	Thanksgiving Recess: University closed.

December

2	M	All Spring semester applications are due.
2–6	M–F	Registration for Spring 1992 for continuing students.
6	F	Last day for withdrawing from a course or changing to audit status. Last day to request Fall 1990 INC grades. Last day for students with PI/FI grades for Summer 1991 to submit all missing course requirements to the instructor.
13	F	Last day of Fall semester classes.
16–20	M–F	Fall semester examinations.
20	F	Christmas recess begins after last examination.

*With the approval of the dean, some departments give their comprehensive examinations on other dates. Students are responsible for ascertaining the date(s) adopted by their departments.

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Spring Semester, 1992

January

2	Th	University opens.
13	M	Registration at Rose Hill 4–7 p.m. Classes begin.
17	F	Last day for submitting to Dean dissertation of candidates for degree in February.
20	M	Martin Luther King, Jr. Day, University closed.
21	Tu	Last day for late registration.
24	F	Last day for May graduates to submit dissertations to chairpersons.
31	F	Last day for completion of final examination for students with ABS grades from Fall 1991 semester. Last day for continuing students to apply for financial aid in department.

February

3	M	Last day to have applications for financial aid for new applications to the Office of Admissions of the Graduate School of Arts & Sciences. All applications are due for the Department of Psychology [GSAS] on this date.
17	M	President's Day – University closed.
18	Tu	Monday class schedule.

March

15–22	Su–Su	Spring Recess – University closed.
23	M	University opens.
28	Sa	PhD comprehensive exams.

April

4	Sa	PhD comprehensive exams.
15	W	No classes.
16–19	Th–Su	Easter Recess, University closed.
20	M	University open – no classes.
21	Tu	Classes resume.
27–5/1	M–F	Registration for Fall 1992 for continuing students.

May

1	F	Deadline for submission of dissertations to Dean for May 1992 graduation. Last day for faculty to submit to the Dean grade changes for PI/FI grades in Fall 1991 semester.
4	M	Last day of Spring semester classes.
5–11	Tu–M	Spring semester examinations.
16	Sa	University Commencement: distribution of diplomas.
25	M	Memorial Day observed: University closed.
29	F	Last day for completion of final examinations for all students with ABS grades from the Spring 1992 semester.

June

2	M	All applications for admission to the Graduate School of Arts and Sciences (except Psychology) for Fall 1992 semester are due by this date.

BIOLOGICAL SCIENCES

Berish Y. Rubin, *Professor and Department Chair.* PhD, CUNY (Graduate Center)
Sergio L. Abreu,** *Associate Professor and Director of Graduate Studies.* PhD, Connecticut
Martin Hegyi, SJ,* *Associate Professor and Assistant Chair for Undergraduate Studies.* PhD, Tennessee
Edward L. Aiello,* *Professor.* PhD, Columbia
David A. Burney, *Associate Professor.* PhD, Duke
Margaret M. Carreiro, *Assistant Professor.* PhD, Rhode Island
George Dale, *Associate Professor.* PhD, CUNY (Graduate Center)
James Forbes,* *Professor Emeritus.* PhD, Fordham
Gerard F. Iwantsch, *Associate Professor.* PhD, Pennsylvania State
Monica Kevin, RU,* *Associate Professor and Dean of Summer Session.* PhD, Fordham
Asit B. Mukherjee, *Professor.* PhD, Utah
Jeffrey Nordstrom, *Associate Professor.* PhD, Purdue
Charles C. Porter, *Professor.* PhD, Harvard
Michael Risley, *Associate Professor.* PhD, CUNY (Graduate Center)
Robert C. Ross, *Associate Professor.* PhD, Cornell
Howard Rothstein, *Professor.* PhD, Pennsylvania
Daniel J. Sullivan, SJ.* *Professor.* PhD, California (Berkeley)
John D. Wehr, *Assistant Professor and Acting Director of The Louis Calder Center.* PhD, Durham
E. Ruth Witkus, *Professor Emeritus.* PhD, Fordham
Carey P. Yaeger, *Assistant Professor.* PhD, California (Davis)

*Bene Merenti
**On leave, Spring 1992

Departmental Requirements

The graduate program in the department of biological sciences at Fordham offers courses and research opportunities leading to the master of science and doctor of philosophy degrees in biology. The goal of the program is to ensure a broad education in biological sciences and specialized training for those pursuing careers in research or teaching. There are two areas of specialization: (i) cell biology and (ii) ecology and systematics.

Prerequisites for Admission: Applicant must (i) hold a bachelor's degree in the biological sciences, or equivalent, (ii) have a minimum of undergraduate GPA of 3.0 (out of 4.0), and (iii) have an acceptable combined GRE score. It is strongly recommended that applicants take the Advanced Biology section of the GRE.

Master's Program

Degree Requirements. For the MS the student must (i) complete 24 course credits and 6 research credits and submit a thesis or complete 30 credits without a thesis, including satisfactory completion of core coursework, (ii) have a knowledge of either an appropriate modern language or a computer language, and (iii) pass a comprehensive examination. Master's students are required to take the core courses in their area of specialization and one additional core course outside of their concentration. All graduate students are required to successfully complete two semesters of Biological Colloquium.

Graduate Programs Leading to the PhD

There are two paths leading to the doctoral degree in the department: a direct PhD track and a track that requires the MS degree.

(1) **Direct PhD Program.** For admission to this program, the applicant is required to have a bachelor of science degree or equivalent with a GPA of at least 3.3 (out of 4.0). For the PhD, the student must complete a course of study and research consisting of a minimum of 30 course credits (including core courses) and a maximum of 30 research credits.

(2) **PhD Program Requiring MS Degree.** For admission to this program, the applicant must have a MS degree or equivalent from an accredited university. For the PhD, the student must complete a course of study and research consisting of (i) a minimum of 18 course credits (including core courses or equivalent) and (ii) a maximum of 12 research credits. All graduate students are required to successfully complete two semesters of Biological Colloquium.

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Cell Biology Courses

BIGA 6734 Cell Biology of Eukaryotes (4) Risley.
BIGA 6744 Virology (3) Abreu.
BIGA 6791 Biochemistry (4) Abreu.
BIGA 6793 Neurobiology (3) Ross.
BIGA 7735 Pharmacology (3) Aiello.
BIGA 7745 Molecular Biology (4) Nordstrom.
BIGA 7802 Techniques in Protein Chemistry (4) Rubin.

Ecology and Systematics Courses

BIGA 5526 Vertebrate Ecology and Behavior (4) Dale.
BIGA 6513 Limnology (4) Wehr.
BIGA 6534 Ecological Methods (4) Wehr.
BIGA 6539 Systematics (3) Dale, Porter.
BIGA 6557 Population and Community Ecology (3) Staff.
BIGA 6596 Evolution (3) Dale, Sullivan.
BIGA 6597 Conservation Biology (3) Burney, Yaeger.

Additional Courses

BIGA 6525 Introductory Biostatistics (3) Wehr.
BIGA 8801/8802 Biological Colloquium (0) Staff.
BIGA 8887/8888 Research for the PhD (6) Staff.
BIGA 8999 Research Tutorial (1 to 4) Staff.

Courses offered in other departments may be taken for credit with the approval of the course instructor and the biology department chair.

The Louis Calder Center

Acting Director: John D. Wehr

Staff Scientists: Margaret M. Carreiro, Carey P. Yaeger

Associated Faculty: David A. Burney, George Dale, Martin Hegyi, SJ, Charles C. Porter, Daniel J. Sullivan, SJ.

The Louis Calder Center is a 113-acre biological field station located in Armonk, NY, about 25 miles north of the Rose Hill campus. Because of the Center's proximity to the campus and the diversity of its natural habitats (a 10-acre lake, a pond, intermittent streams, wetlands, old fields, deciduous and coniferous forests), it offers excellent opportunities for field research and classroom experience in ecology and systematics. Research at the center is concentrated in aquatic and terrestrial ecology and conservation biology. Physical facilities include a research laboratory, greenhouse, aquatic mesocosm facility, boathouse, a lakeside lodge for class use, and a small conference facility. Some housing is available for students and visiting researchers. The Center also hosts small scientific research meetings.

CLASSICAL LANGUAGES & LITERATURES

David Sider, *Associate Professor and Department Chair.* PhD, Columbia
James F. Brady,* *Professor Emeritus.* PhD, Columbia
John R. Clark, *Associate Professor.* PhD, Cornell
Harry B. Evans,** *Associate Professor.* PhD, North Carolina (Chapel Hill)
William M.A. Grimaldi, SJ, *Professor Emeritus.* PhD, Princeton
Sarah Peirce, *Assistant Professor.* PhD, Bryn Mawr
Robert J. Penella, *Professor.* PhD, Harvard

*Bene Merenti
**On leave, Fall 1991

Department Requirements

The department offers a broad range of courses in the languages, literatures and history of Greece and Rome, and in the literature of the medieval period.

Applicants must have a minimum of 24 undergraduate credits in Greek or Latin. Upon admission to the department, new students are normally required to pass an examination testing their skills in translating classical Latin.

The department accepts part-time students in both the MA and the PhD programs; the specifics of part-time programs are arranged with the department chair on an individual basis.

For the MA, ten courses must be successfully completed. The degree may be taken in Greek, in Latin, or in Greek and Latin. There is a Latin composition requirement, normally fulfilled by taking LAGA 5211, unless exempted by examination. The candidate must demonstrate competency in either French, Italian, or German. There is no thesis, but the student must pass written comprehensive examinations in translation and history of literature after completing the above requirements.

For the PhD in classical philology, ten courses beyond the MA requirement must be successfully completed, of which at least four must be graduate-level courses in Greek authors. Students who are admitted directly to the PhD program must still fulfill the requirement in Latin composition for the MA. Competency in a second modern language must be demonstrated. One of the two modern languages must be German. After completing all course work, the student must pass comprehensive examinations in Greek and Latin translation and the history of Greek and Latin literature, as well as two special areas. The special areas are normally a Greek and Latin author, but one area may be a topic in ancient art, archaeology, history, or another pertinent field. Reading lists for the comprehensive examinations provide for a Greek major/Latin minor or a Latin major/Greek minor. Following the doctoral comprehensives students devote themselves to the writing of the dissertation.

For the PhD in medieval Latin, the student must pass comprehensive examinations in classical Latin and medieval Latin translation, history of literature, and special areas. The dissertation will treat some aspect of medieval Latin literature or of the transmission of classical Latin literature in the Middle Ages. Other requirements are the same as for the PhD in classical philology, except that only two graduate-level Greek courses are required.

GCGA 5211 Greek Prose Composition (3) Sider.
GCGA 6351 Sophocles (3) Peirce.
GCGA 6465 The Athenian Law Courts (3) Peirce.
LAGA 5211 Latin Prose Composition (3) Evans.
LAGA 6332 Lucretius (3) Sider.
LAGA 6398 Roman Satire (3) Clark.
LAGA 6432 Caesar (3) Penella.
LAGA 6461 Pliny the Younger (3) Penella.
LAGA 6521 Latin Paleography (3) Clark.

COMMUNICATIONS

Donald C. Matthews, SJ, *Associate Professor and Department Chair.* PhD, Southern California
James A. Capo, *Associate Professor and Director of Graduate Studies.* PhD, Chicago
Robin Andersen, *Assistant Professor.* PhD, California (Irvine)
Paolo Carpignano, *Assistant Professor.* PhD, University of Rome
Philip Freund,* *Professor Emeritus.* MA, Cornell
George N. Gordon, *Professor.* PhD, New York University
Everett C. Parker, *Senior Research Associate.* DHL, Fordham
John M. Phelan,* *Professor.* PhD, New York University
Burt Solomon, *Adjunct Lecturer.* MS, Syracuse
Edward A. Wachtel, *Assistant Professor.* PhD, New York University
Edward M. Wakin,* *Professor.* PhD, Fordham

*Bene Merenti

Department Requirements

The MA Program prepares graduate students for careers in communications or further academic study by combining analytical and professional courses. The analytical courses view communications within a humanistic context by examining the historical, economic, sociological, legal, and ethical dimensions of the media. The professional courses train students in the routines, techniques, and methods of the media—from print to telecommunications.

The program serves the needs of college graduates aiming at academic and professional careers, as well as the career goals of men and women already working in the media. It expands individual understanding of the media and develops professional skills. The flexibility of the program enables students to match their courses to their needs and interests, including the opportunity to include specialized courses from other units in the University.

MA Degree Requirements: Students must successfully complete ten 3-credit courses, including three mandatory courses: Foundations of Communications, Research Methods for the Media, and Ethics in Communications. Their program must also include at least three professional courses. A non-credit internship or its professional equivalent is required. Full-time students normally complete all requirements within a 12-month period.

Analytical Courses

CMGA 5000 Foundations of Communications (3) Capo.
CMGA 5005 Theories of Public Communication (3) Capo.
CMGA 5020 The Communications Industries (3) Capo, Gordon.
CMGA 5125 Media Entertainment & Social Awareness (3) Capo, Wachtel.

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Communications—Analytical Courses *(continued)*

CMGA 5155 Political Communications (3) Gordon, Phelan.
CMGA 5160 Propaganda and Persuasion (3) Capo, Phelan.
CMGA 5165 Social/Cultural Communications (3) Phelan.
CMGA 5180 Problems of News (3) Capo.
CMGA 6050 Research Methods for the Media (3) Gordon.
CMGA 6135 The Arts and Communications (3) Wachtel.
CMGA 6155 Government and its Publics (3) Andersen.
CMGA 6165 Communications & Community (3) Phelan.
CMGA 6190 Communications Policies & Practices (3) Matthews, Parker.
CMGA 6210 Communications and The Law (3) Capo, Matthews.
CMGA 6250 International Communications (3) Carpignano.

Comprehensive Seminar

CMGA 8200 Ethics in Communications (3) Phelan.

Professional Courses

CMGA 5500 Media Workshop (3) Wakin.
CMGA 5590 Visual Communications (3) Staff.
CMGA 6500 Media Methods and Messages (3) Wakin.
CMGA 6550 Writing and the Editorial Process (3) Wakin.

CMGA 6575 Organizational Communications (3) Wakin.
CMGA 6580 Public Relations (3) Solomon.
CMGA 6585 Advertising (3) Staff.
CMGA 6685 Public Service Communications (3) Parker.
CMGA 6800 Corporate Publications (3) Wakin.
CMGA 6850 Telecommunications for Management (3) Matthews, Parker.

ECONOMICS

Edward T. Dowling, SJ, *Professor and Department Chair.* PhD, Cornell
Dominick Salvatore, *Professor and Director of Graduate Studies.* PhD, CUNY (Graduate Center)
Timothy M. Weithers, *Assistant Professor and Assistant Chair for Undergraduate Studies.* PhD, Chicago
Parantap Basu, *Assistant Professor.* PhD, California (Santa Barbara)
Robert Brent, *Assistant Professor.* PhD, Manchester (England)
Joseph R Cammarosano,* *Professor.* PhD, Fordham
Eugene A. Diulio,* *Associate Professor.* PhD, Columbia
Raymond R. Geddes, *Assistant Professor.* PhD, Chicago
James Heilbrun, *Professor.* PhD, Columbia
William T. Hogan, SJ,* *Director of Industrial Economics Institute.* PhD, Fordham
Michael J. Kane, *Assistant Professor.* PhD, Boston College
Linda S. Leighton, *Associate Professor.* PhD, Columbia
Darryl L. McLeod, *Assistant Professor.* PhD, California (Berkeley)
Bruce D. McCullough, *Assistant Professor.* PhD, Texas (Austin)
Henry Schwalbenberg, *Assistant Professor.* PhD, Columbia
Edward J. Sullivan, *Assistant Professor.* PhD, Pennsylvania State
Hrishinesh P. Vinod, *Professor.* PhD, Harvard

*Bene Merenti

Departmental Requirements

The department of economics offers two graduate economics programs, one leading to the PhD and the other to the MA. Both are designed to prepare students for careers in business, government, or education and to give them ample opportunities for specialization in accordance with individual interests and goals. Holders of bachelor's degrees are invited to apply for admission. Applicants are generally required to have a 3.0 undergraduate index and to be familiar with the undergraduate course content of intermediate macro- and microeconomic theory and with statistics. Applicants who have inadequate training in undergraduate economic theory will be required to take ECGA 5011 (Introduction to Economic Analysis) in addition to the requirements for the MA or PhD degree.

MA Degree Requirements: The MA degree normally requires satisfactory completion of 10 courses (30 credits). MA candidates must maintain a B average in their course work and pass a three-hour written certification examination based on the course work in ECGA 6010 and ECGA 6020. Students are exempt from the MA certification examination if they take and pass the PhD certification examination in economic theory. Full-time students are usually able to complete the MA within a 12-month period.

PhD Degree Requirements: Candidates for the PhD degree must complete 20 courses (60 credits beyond the bachelor's degree). PhD candidates must maintain a B+ average in course work. Full-time students can expect to complete the course work toward the PhD within a two-year period. A direct-entry PhD program is also offered for qualified candidates.

Economic Theory

ECGA 5011 Introduction Analysis (3) Schwalbenberg
ECGA 5710 Mathematics for Economists I (3) Dowling, Weithers
ECGA 6010 Price Theory I (3) Salvatore
ECGA 6020 Macroeconomic Theory I (3) Basu
ECGA 6710 Mathematics for Economists II (3) Dowling, Weithers
ECGA 6810 Economic Modeling (3) Weithers
ECGA 7010 Price Theory II (3) Salvatore
ECGA 7020 Macroeconomic Theory II (3) Basu

Economical Development

ECGA 5410 Economic Development (3) Dowling, McLeod
ECGA 5430 Project Appraisal (3) Brent
ECGA 6470 Economic Growth and Development (3) McLeod
ECGA 6490 Taxation and Development (3) Brent

Quantitative Economics

ECGA 6910 Applied Econometrics (3) McCullough
ECGA 7910 Econometrics I (3) Vinod
ECGA 7920 Econometrics II (3) Vinod

Monetary and Financial Economics

ECGA 6310 Monetary Policy (3) Kane
ECGA 6320 Monetary Theory (3) Kane
ECGA 6335 Corporate Finance (3) Sullivan

International Economics

ECGA 5510 International Economic Policy (3) Schwalbenberg
ECGA 6510 International Trade (3) Salvatore
ECGA 6520 International Industrial Development (3) Hogan
ECGA 6560 International Finance (3) Salvatore

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Industrial Organization and Regulation

ECGA 5160 Antitrust Economics (3) Geddes
ECGA 5250 Law and Economics (3) Geddes
ECGA 6210 Industrial Organization (3) Geddes
ECGA 6563 Regulated Industries (3) Geddes
ECGA 8872 Seminar: Industrial Organization (3) Geddes

Urban and Public Sector Economics

ECGA 5615 Health Care Evaluation (3) Brent
ECGA 5620 Economics of the Public Sector (3) Brent, Cammorosano
ECGA 5630 Urban Planning and Policy (3) Heilbrun
ECGA 5640 Economics of State and Local Government (3) Heilbrun
ECGA 5670 Labor Markets (3) Leighton

English Language & Literature

Mark L. Caldwell, *Professor and Department Chair.* PhD, Harvard
Gale C. Schricker, *Associate Professor and Director of Graduate Studies.* PhD, Bryn Mawr
John V. Antush,* *Associate Professor.* PhD, Stanford
John D. Boyd, SJ,* *Professor Emeritus.* PhD, Harvard
Gregory J. Clingham, *Assistant Professor.* PhD, Cambridge
Jane M. Davis, *Assistant Professor.* PhD, Stanford
Joanne A. Dobson, *Assistant Professor.* PhD, Massachusetts (Amherst)
Mary C. Erler, *Associate Professor.* PhD, Chicago
Luis R. Gamez, *Assistant Professor.* PhD, Virginia
Richard Giannone,* *Professor.* PhD, Notre Dame
Christopher L. GoGwilt, *Assistant Professor.* PhD, Princeton
Susan C. Greenfield, *Assistant Professor.* PhD, Pennsylvania
Joseph E. Grennen,* *Professor.* PhD, Fordham
Charles Hallett,* *Professor.* DFA, Yale
Constance W. Hassett,** *Associate Professor.* PhD, Harvard
Eve Keller, *Assistant Professor.* PhD, Columbia
Walter M. Kendrick, *Professor.* PhD, Yale
Clare A. Lees, *Assistant Professor.* PhD, Liverpool
Michael S. Macovski, *Assistant Professor.* PhD, California (Berkeley)
Andrew B. Meyers,* *Professor Emeritus.* PhD, Columbia
Gerard C. Reedy, SJ, *Professor, Dean of Fordham College, and Dean of Faculty.* PhD, Pennsylvania
Joyce A. Rowe, *Assistant Professor.* PhD, Columbia
Philip T. Sicker,** *Associate Professor.* PhD, Virginia
James L. Tyne,* *Associate Professor Emeritus.* PhD, Yale
Jean Walton, *Assistant Professor.* PhD, SUNY (Buffalo)

*Bene Merenti
**On leave, Spring 1991

Departmental Requirements

For the MA, applicants must have completed a minimum of 24 undergraduate credits in English language and literature. The field of English literature has six divisions; Medieval (to 1485), Renaissance (to 1660, including Milton), Restoration and 18th century, Romantic and Victorian, American (to 1890), and Modern British and American (1890 to present). Each student is required to take ten courses (30 credits), apportioned as follows: four courses (12 credits) in the division chosen as one's special field, one course in each of the other five divisions, and the one remaining as the student wishes. A master's thesis with six credits of thesis research may be substituted for two of the ten required courses.

For the PhD, each student is required to take ten courses (30 credits) beyond an MA program and to write a dissertation. One course, Methods and Debates in Literary Criticism, is required, and Old English I and II are strongly recommended.

In addition to its regular program, the department offers a program of comparative studies in cooperation with the modern languages department, in literature and theology with the theology department, and in medieval studies, which is related to several departments. Such arrangements must be made with the approval of the department. In each of these cases the degree is always awarded in the department mainly involved, not jointly in more than one department. Special comprehensive examinations are designed for these programs.

MA Candidates are expected to fulfill the departmental modern language requirement in French or German by either passing the language examination given by the modern languages department with a B, or receiving at least a B in the special course offered by the modern languages department in French or German. This requirement must be fulfilled *before* the Comprehensive Examination is attempted. *No substitutum* of another modern language may be made.

PhD Candidates must fulfill the departmental foreign language in French and German by receiving at least a B in the departmental examination or in the special courses offered by the modern languages department. Since one of these requirements has normally been fulfilled for the MA, the second must be fulfilled by the end of the third regular semester of PhD course work. In rare instances, permission may be granted to substitute classical Greek, Latin, Italian, or Russian for one of the two languages required.

ENGA 5320 Analyzing Shakespeare's Action (3) Hallett.
ENGA 5411 Seventeenth Century Poetry (3) Caldwell.
ENGA 5472 Milton's Major Works (3) Keller.
ENGA 5502 The Augustans (3) Gamez.
ENGA 5736 Postmodern Fiction (3) Walton.
ENGA 5912 The Outsider in Twentieth-Century American Fiction (3) Davis.
ENGA 6220 Medieval Drama (3) Erler.
ENGA 6263 Chaucer (3) Grennen.
ENGA 6508 The Age of Johnson (3) Clingham
ENGA 6603 Culture, History and Language in Romantic Literature (3) Macovski.
ENGA 6631 Nineteenth Century Novel II (3) Kendrick.
ENGA 6635 The Gothic Tradition (3) Kendrick
ENGA 6752 Methods and Debates in Literary Criticism (3) GoGwilt, Lees.
ENGA 6764 Joyce (3) Sicker.
ENGA 6840 Women's Literature of the American Renaissance (3) Dobson.
ENGA 7711 Modern Poetry and Poetics (3) Schricker.
ENGA 7806 Hawthorne, Melville, James (3) Rowe.
ENGA 8206 Seminar: Science in the Poetry of Chaucer and His Contemporaries (3) Grennen.
ENGA 8922 Seminar: O'Neill, Miller, Williams (3) Antush.

HISTORY

Paul A. Cimbala, *Associate Professor and Department Chair.* PhD, Emory
Maryanne Kowaleski,** *Associate Professor and Assistant Chair for Graduate Studies.* PhD, Toronto
Douglas W. Houston, *Associate Professor and Assistant Chair for Undergraduate Studies.* PhD, Pennsylvania
Edward J. Berbusse, SJ, *Associate Professor Emeritus.* PhD, Georgetown
Elaine F. Crane, *Professor.* PhD, New York University
Raymond J. Cunningham, *Associate Professor.* PhD, Johns Hopkins
Nancy J. Curtin, *Assistant Professor.* PhD, Wisconsin
Francis X. Curran, SJ,* *Professor Emeritus.* PhD, Columbia
Joseph R. Frese, SJ,* *Professor Emeritus.* PhD, Harvard
George J. Gill,* *Associate Professor.* PhD, Fordham
Robert F. Himmelberg,* *Professor.* PhD, Pennsylvania State
Robert F. Jones,* *Associate Professor.* PhD, Notre Dame
A. Paul Levack,* *Professor Emeritus.* PhD, Harvard
Hector Lindo-Fuentes, *Associate Professor.* PhD, Chicago
Albert J. Loomie, SJ,* *Professor.* PhD, London
Claude J. Mangum,* *Associate Professor, Afro-American Studies.* PhD, Teachers College, Columbia
John Meyendorff, *Professor.* Docteur ès Lettres, Sorbonne
W. David Myers, *Assistant Professor.* PhD, Yale
Mark D. Naison, *Professor, Afro-American Studies.* PhD, Columbia
Joseph F. O'Callaghan,* *Professor.* PhD, Fordham
Maurice R. O'Connell,* *Professor Emeritus.* PhD, Pennsylvania
John C. Olin,* *Professor Emeritus.* PhD, Columbia
Louis B. Pascoe, SJ, *Professor.* PhD, California (Los Angeles)
Bernice G. Rosenthal,* *Professor.* PhD, California (Berkeley)
O. Carlos Stoetzer,* *Professor Emeritus.* PhD, Georgetown
Roger Wines,* *Professor.* PhD, Columbia

*Bene Merenti
**On leave, Spring 1992

Departmental Requirements

The department offers programs leading to the MA and PhD degrees. Applicants to the MA program are required to have had a minimum of eight courses in history in their BA or BS program. Deficiencies in historical preparations can be rectified by completing additional courses as determined by the department's committee on admissions. Those applying for the PhD must normally have achieved a B+ average in their MA program in history.

The department's normal course method is by the colloquium or, with approval, a reading tutorial. There are also proseminar and seminar sequences, which should be entered at the beginning for the academic year. The colloquium is intended to broaden the students knowledge of scholarship in a major area with assigned readings, discussion, papers or an examination. The proseminar, a detailed review of current literature on a special theme or period of history, is meant to prepare for research. In the subsequent seminar, students concentrate on sources that enable them to complete a research paper on the same historical theme.

Language Requirements: The department examines the student's reading comprehension of primary and secondary historical sources normally in the following languages: Latin, Greek, French, Spanish, Portuguese, Italian, German, or Russian. For the MA in medieval, early modern, and modern European history, proficiency in one is required. There is no language requirement for the MA in American history. For the doctoral program in medieval European history, the student will be required by the end of his or her first year of studies to take a written examination in Latin or Greek (if not already taken for the MA). In addition to Latin or Greek, two modern languages including any taken for the MA) are required for the PhD in medieval European history. For the PhD in early modern European history, a modern language in addition to the language taken for the MA is required. A student may, with the approval of the assistant chairperson for graduate studies, substitute an examination prepared by the department in the application of quantitative methods to historical data for one modern language requirement.

For the MA, the department offers programs in the areas of medieval European, early modern European, modern European, and American history. Each requires eight courses distributed in the following pattern. Within the area selected, the student must complete one proseminar and seminar sequence (8 credits) and four additional courses (16 credits). Finally the student is required to take two courses within another historical area in the department (8 credits). On completion of course work, the student must take a comprehensive examination or submit a substantial research paper, which normally evolves from the proseminar-seminar sequence.

For the PhD, the department's programs are in the areas of medieval European and early modern European history, or, chronologically, from the end of the Roman Empire to the French Revolution. In addition to the courses for the MA degree, candidates for the PhD are required to take an additional eight courses. These courses are to include one proseminar and seminar sequence (8 credits) and six additional courses (24 credits). Students applying to the doctoral program who have received the MA in history from another university may be required to take up to four supplementary courses to complete the work for the doctorate. Upon completion of course work, the student must undergo a comprehensive oral examination in four fields. One of these fields may be in late modern European, or American, or in a historically related subject from another department. Within a year after the comprehensive has been passed, the candidate must present a dissertation prospectus for the approval of the mentor and the departmental readers. After completion of the dissertation, its oral defense and submission to the dean, the PhD is awarded.

Medieval, Early Modern and Modern Europe

HSGA 5102 Medieval Church History 1050–1305 (4) Pascoe
HSGA 5103 Medieval Church History 1300–1445 (4) Pascoe
HSGA 5501 World Diplomacy 1930–50 (4) Houston
HSGA 6013 Byzantium & Eastern Europe, 1300–1453 (4) Meyendorff
HSGA 6014 Late Byzantine Thought (4) Meyendorff
HSGA 6161 Economic and Social History of Medieval Europe to 1350 (4) Kowaleski
HSGA 6311 The Tudor Era (4) Loomie
HSGA 6312 Stuart England (4) Loomie
HSGA 6411 Britain, 1688–1867 (4) Curtin
HSGA 6412 Britain, 1867—Present (4) Curtin
HSGA 6500 The French Revolution (4) Staff
HSGA 7050 Proseminar: The Medieval Parliament (4) O'Callaghan
HSGA 7255 Proseminar: Reformation Europe (4) Myers
HSGA 8050 Seminar: The Medieval Parliament (4) O'Callaghan
HSGA 8255 Seminar: Reformation Europe (4) Myers
HSGA 8990 Advanced Seminar in Historical Education (4) Rosenthal

American

HSGA 5950 U.S. Social Movements (4) Naison
HSGA 6615 Puritanism in America (4) Crane
HSGA 6650 Federalist Era 1789–1801 (4) Jones
HSGA 6655 Jeffersonian Era 1801–1824 (4) Jones

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International Political Economy and Development

Director: Dr. Henry M. Schwalbenberg, PhD, Columbia
Advisory Council: Dr. Peter Remec (political science representative), Dr. Rosemary Cooney (sociology representative), Dr. Timothy Weithers (economic representative), Dr. Vincent J. Gorman (associate dean, GSAS, *ex officio*)

Program Requirements

The modern global economy, increasingly interdependent and politicized, has created a need for professionals in government, business, and non-profit organizations to have an advanced interdisciplinary knowledge of international and development issues. To meet this need the departments of economics, political science, and sociology jointly offer an interdisciplinary MA program in international political economy and development (IPED). The IPED program is primarily aimed at future and present professionals involved with international issues as policy analysts and administrators who require an understanding of political and social perspectives and demand a knowledge of economic analysis. The IPED program also meets the needs of students interested in academic and research careers who use the program to gain an advanced interdisciplinary knowledge of international issues before entering upon a traditional PhD program in either economics, political science or sociology.

For the MA, completion of twelve courses (36 credits) beyond the bachelor's degree is required, including five core courses (15 credits), a one-semester quantitative methods course (3 credits), and six electives (18 credits). Satisfactory completion of a comprehensive examination is also required. A full-time student can complete the program in three semesters. The program, however, is flexible enough to accommodate part-time students, who can complete the program in two years, including two summers.

The Internship in International Political Economy and Development (PEGA 8080: IPED Internship) serves to enrich the program by encouraging students to experience firsthand careers in the international and development fields. The internship counts as a three-credit elective course in the IPED program.

All internships must have a significant academic component. This requirement can be satisfied by the completion of assigned readings, the submission of a paper, and/or periodic meetings with the faculty member supervising the internship.

The internship must also be with an approved international and/or developmental organization: e.g., the United Nations and its associated organizations, governmental agencies with international responsibilities; international relief and human rights agencies; and major international banks and businesses.

The Advanced Certificate in International Business and Finance

Students in the IPED program who are interested in careers in international business and banking can earn an advanced certificate from the Graduate School of Business Administration (GBA). To earn the Certificate in International Business and Finance, the IPED candidate must complete all requirements for the IPED MA, as well as five designated GBA courses which are advanced courses in the GBA curriculum. IPED students must demonstrate appropriate preparation to receive a waiver of the GBA prerequisites. With permission of the IPED director, students without a business background may take prerequisite courses as IPED MA electives. The Graduate School of Business Administration coordinates the program, and interested IPED students should consult with the GBA Assistant Dean as early as possible to efficiently plan a program of study.

Comparative Politics

POGA 5500 Comparative Politics
POGA 5510 Political Development
POGA 6250 Political Economy of Poverty
POGA 6531 Marxism and Development
POGA 6532 Imperialism and Development
POGA 6540 The Political Economy of the Soviet Union
POGA 6551 State Development in Latin America
POGA 6552 Political Economy of the Middle East

Demography

SOGA 6300 Graduate Statistics*
SOGA 6500 Population*
SOGA 6501 Techniques of Demographic Analysis
SOGA 6505 Analysis of Urban Migration*
SOGA 6506 Population Process and Development Issues
SOGA 6510 Population Policy
SOGA 6514 Labor Force Analysis
SOGA 6519 Comparative Urbanization*
SOGA 6601 Social Stratification

Development Economics

ECGA 5011 Introduction to Economic Analysis*
ECGA 5110 History of Economic Thought
ECGA 5320 Capital Formation
ECGA 5410 Economic Development*
ECGA 5420 Comparative Economic Systems
ECGA 5430 Project Appraisal
ECGA 5440 World Poverty and Economic Development
ECGA 5460 Latin American Development
ECGA 5620 Economics of Public Sector
ECGA 5670 Labor Markets
ECGA 6470 Economic Growth and Development
ECGA 6490 Taxation and Development
ECGA 6910 Applied Econometrics*

International Economics

ECGA 5510 International Economic Policy*
ECGA 5560 Exchange Rates
ECGA 6510 International Trade
ECGA 6520 International Industrial Development
ECGA 6530 International Economics Development
ECGA 6560 International Finance
ECGA 8530 Seminar: Trade and Development

International Politics

POGA 5600 The Analysis of International Politics*
POGA 5610 U.S. and Postwar World Environment
POGA 6530 Political Economy of Development*
POGA 6620 The UN and World Order
POGA 6621 International Law and Economic Development
POGA 6622 Force and International Politics
POGA 6630 Multinational Corporations in World Politics
POGA 6640 Politics of Global Economic Relations*
POGA 6991 Political Risk Analysis
POGA 8600 Seminar: International Political Economy

**Core Courses*

LIBERAL STUDIES

Director: Dr. Robert O Johann, PhD, Sorbonne.
Advisory Council: Dr. John Antush (English),
Rev. Richard Dillon (theology),
Dr. Kurt Geisinger (psychology),
Dr. Allen Gilbert (sociology and anthropology),
Dr. Deal Hudson (philosophy),
Rev. Louis Pascoe, SJ (history),
Dr. Vincent Gorman (associate dean, GSAS; *ex-officio*).

Program Requirements

The master of arts in liberal studies (MALS) at Fordham provides interested and qualified students with an advanced, multidisciplinary course of study aimed at enhancing their overall capacity for critical judgment regarding complex social and ethical problems of today's world. The program focuses the multiple resources of the University on the central and controlling theme of moral responsibility, its conditions and exercise.

This focus is accomplished in three stages. First, there are two mandatory core courses entitled The Nature of Responsibility (LSGA 5001) and Human Responsibility in Action (LSGA 5500). The first course explores the plural modes of rational inquiry, with emphasis on ethical deliberation and its title to cognitive status. The second course is an exercise of the deliberative process itself in relation to a complex social issue or set of issues. The aim is to give the student an experience of rational discourse about urgent practical matters calling for judgment and decision and an appreciation of the varying degrees of adequacy of different proposals for dealing with them.

Second, a set of seven courses is selected by the student under the guidance of the director in light of the student's individual needs and interests, and of the particular problem(s) that the student wants to explore. Of these some may be tutorials and others will have been explicitly designed for the program, but most will be among those already offered in the different departments and schools of the University.

The third stage is an Integrative Seminar (LSGA 8000) in which students will develop a paper articulating their multidisciplinary grasp of their chosen theme along with its practical implications and imperatives.

For the MA, completion of ten courses (30 credits) beyond the bachelor's degree is required, including the three core courses (9 credits) and seven electives (21 credits). In addition to the required course work, the student must present and defend a final paper based on the work done in the Integrative Seminar.

The core course requirement is satisfied by taking the three courses listed below.

LSGA 5000 The Nature of Responsibility (3) Johann
LSGA 5501 Human Responsibility in Action: Plagues and People (3) Gorman
LSGA 8000 Integrative Seminar

MEDIEVAL STUDIES

Director: Dr. Thelma S. Fenster, PhD, Texas (Austin)

Program Requirements

The Center for Medieval Studies offers an interdisciplinary MA and doctoral-level program in medieval studies, giving students the opportunity to broaden their knowledge of the Middle Ages and to integrate in a coherent whole the various facets of medieval civilization. Disciplines participating in the program are classics, English, history, philosophy, and theology. Cooperating disciplines include art history, French, Italian, and Spanish.

For the MA in medieval studies 30 credits are required, distributed as follows: one interdisciplinary medieval studies (MV) course; two medieval history courses; two courses in each of two additional disciplines (art and architecture, Latin and Romance literatures, English literature, philosophy, theology); and two courses of the student's choosing. At the end of course work, students must pass a comprehensive examination and they must have completed at least one course requiring a well-developed paper. Alternatively, students may petition to substitute a final paper and defense for the examination. A classical and/or modern foreign language is strongly recommended.

Students who have completed an MA degree, either in medieval studies or in a related discipline, are eligible to apply to a doctoral program in the department of their major interest and, once accepted, to stipulate an additional interest in a doctoral concentration in medieval studies. Besides meeting all the requirements for a PhD in their major department, students in the medieval studies concentration must also take two courses in each of two different minor fields chosen from the participating disciplines. Also required are a course in Latin paleography, a reading knowledge of Latin (or Greek where appropriate), and two vernacular languages (other than English). Upon completion of the course requirements, students must take their departmental comprehensive examination and also be examined in the minor fields. Students complete the doctoral work by writing a dissertation under the direction of a mentor chosen from the major department.

MVGA 5066 Medieval Art and Spirituality (4) Cousins, Herschman
ENGA 6220 Medieval Drama (3) Erler
ENGA 6263 Chaucer (3) Grennen
ENGA 8206 Seminar: Science in the Poetry of Chaucer and His Contemporaries (3) Grennen
HSGA 5102 Medieval Church History 1050–1305 (4) Pascoe
HSGA 5103 Medieval Church History 1300–1445 (4) Pascoe
HSGA 6013 Byzantium & Eastern Europe 1300–1453 (4) Meyendorff
HSGA 6161 Economics & Social History of Medieval Europe to 1350 (4) Kowaleski
HSGA 7050 Proseminar: The Medieval Parliament (4) O'Callaghan
LAGA 6521 Latin Paleography (3) Clark
PHGA 5010 Introduction to St. Thomas (3) Senn
RSGA 6425 St. Augustine: Historical Methods (3) Lienhard

PHILOSOPHY

Dominic J. Balestra, *Associate Professor and Department Chair.* PhD, St. Louis
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John J. Conley, SJ, PhD, Louvain
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Charles A. Kelbley,*† *Associate Professor.* PhD, Sorbonne
Elizabeth M. Kraus, *Professor Emeritus.* PhD, Fordham
J. Quentin Lauer, SJ,* *Professor Emeritus.* Docteur ès Lettres, Sorbonne
Brian Leftow,** *Assistant Professor.* PhD, Yale
James Marsh, *Professor.* PhD, Northwestern
Gerald A. McCool, SJ,* *Professor Emeritus.* PhD, Fordham
Robert J. O'Connell, SJ, *Professor.* PhD, Sorbonne
Vincent G. Potter, SJ* *Professor and Vice President for Academic Affairs.* PhD, Yale
Robert J. Roth, SJ,* *Professor Emeritus.* PhD, Fordham
James A. Sadowsky, SJ,* *Assistant Professor.* STL, Louvain
Elizabeth G. Salmon,* *Professor Emeritus.* PhD, Louvain
Heather Senn, *Assistant Professor.* PhD, Toronto
Gerrit J. Smith,** *Associate Professor.* PhD, Syracuse
John Van Buren, *Assistant Professor.* PhD, McMaster
Margaret U. Walker,† *Associate Professor.* PhD, Northwestern

*Bene Merenti
**On leave, 1991-92
†On leave, Spring 1992

Departmental Requirements

In addition to the regular doctoral program, in the course of which an MA degree is granted as an intermediate step, the department admits qualified students as candidates for a terminal MA degree. There is also another terminal MA program: the MA Philosophical Resources Program (see below).

Doctoral Program: To be admitted, the student must have 24 undergraduate credits in philosophy. Those who are not philosophy majors should have solid training in some other demanding discipline, e.g., mathematics, science, classical Latin or Greek.

Forty-eight credits of course work are required for the direct PhD program, and a B+ average must be maintained for the PhD. A qualifying written examination must be taken and a B+ average in the four parts of this examination is required for approval to continue the program.

Students with master's degrees from other universities will be admitted to doctoral candidacy when they have satisfied the departmental graduate faculty that their background parallels that of Fordham doctoral candidates. Normally, such students will be required to take 30 additional hours of course work and also the four-part qualifying examination.

MA Philosophical Resources Program:

John J. Conley, SJ, *Director of the MA Philosophical Resources Program, Rose Hill campus*

A program leading to a master of arts in philosophy, designed for students who, while not aspiring to the doctorate, nonetheless wish to advance systematically in their study of philosophy, with special emphasis on its relevance to contemporary problems. To be admitted, the student must have a 3.0 (B) average in the last two years of undergraduate work or in six credits of graduate work.

The program consists of ten 3-credit courses, which include at least two historical survey courses, four authors courses, two ethics courses, and an integration seminar. An average of B (3.0) is required to receive the degree. The student must write an MA paper or submit a set of theses on some set historical or contemporary problems viewed from a philosophical standpoint. The MA paper or set of theses must be defended in an oral exam before a board of examiners consisting of three faculty members. A reading knowledge of language other than English, normally French or German, is required.

A reading knowledge of two languages other than English is required. These are generally French and German, although substitutions may be approved (e.g., Latin, Greek, Russian) according to the specific needs of each student's research.

An understanding of the elements of symbolic logic is also required. The student must be able to show sufficient mastery of that subject by an examination (or other means determined by the department), or else must take a graduate course in that area.

More complete information on degree requirements and examinations is available from the Office of the Department of Philosophy.

Courses in the individual philosophers, historical periods, or problem areas are regularly cycled so that students can anticipate their being offered within a three-year period and can plan their programs accordingly.

PHGA 5001 Introduction to Plato (3) O'Connell
PHGA 5002 19th Century Philosophy (3) Westphal
PHGA 5005 Classical Modern Philosophy (3) Balestra
PHGA 5007 Introduction to Heidegger (3) Marsh
PHGA 5009 Introduction to Aristotle (3) Franks
PHGA 5010 Introduction to St. Thomas (3) Senn
PHGA 5098 Seminar: Philosophical Integration I (3) Potter
PHGA 5099 Seminar: Philosophical Integration II (3) Potter
PHGA 5642 Interpretation in the Philosophy of Law (3) Kelbley
PHGA 6355 Semiotics (3) Colapietro
PHGA 6650 Contemporary Moral Philosophy (3) Gowans
PHGA 6654 Thomistic Ethics (3) Staff
PHGA 6657 Comparative Ethics (3) Chethimattam
PHGA 6803 Christianity & Philosophy (3) Hudson
PHGA 7004 The Philosophy of Plato (3) O'Connell
PHGA 7005 Aristotle (3) Franks
PHGA 7106 Kant I (3) Staff
PHGA 7111 Locke, Hume, and Reid (3) Greco
PHGA 7159 Kierkegaard (3) Westphal
PHGA 7205 Wittgenstein (3) Walker
PHGA 7223 Gadamer & His Critics (3) Marsh
PHGA 7550 Problems in Philosophy of Science (3) Balestra
PHGA 8001 Philosophical Education I (3) Westphal

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Political Science

Martin C. Fergus, *Associate Professor and Department Chair.* PhD, Harvard
Dale C. Nelson, *Associate Professor and Director of Graduate Studies.* PhD, Columbia
Mary P. Nichols, *Associate Professor and Assistant Department Chair.* PhD, Chicago
Bruce E. Andrews, *Associate Professor.* PhD, Harvard
William P. Baumgarth, *Associate Professor.* PhD, Harvard
Bruce F. Berg, *Associate Professor.* PhD, American
Francis P. Canavan, SJ.* *Professor Emeritus.* PhD, Duke
John P. Entelis,* *Professor.* PhD, New York University
Richard S. Fleisher,** *Associate Professor.* PhD, Illinois
Paul P. Kantor,* *Professor.* PhD, Chicago
David G. Lawrence, *Associate Professor.* PhD, Chicago
Richard M. Mills,* *Professor.* PhD, Harvard
Richard J. Regan, SJ.* *Professor.* PhD, Chicago
Peter P. Remec,* *Associate Professor.* PhD, Chicago
Stephen R. Thomas, *Associate Professor.* PhD, Harvard

*Bene Merenti
**On leave

Departmental Requirements

The Department offers graduate programs leading to MA and PhD degrees. In addition, the department participates in an interdisciplinary MA in international political economy and development with the departments of economics and sociology. Two programs are offered at the PhD level: in political philosophy and in American politics. Applicants to the MA are expected to have a 3.0 average in an undergraduate political science major or in a cognate field. Applicants to the PhD are expected to have an MA degree in political science or a cognate field and a 3.5 average in their graduate course work.

The MA in political science is designed for students seeking a firm foundation in all five fields of the discipline (American politics, political philosophy, international politics, comparative politics, and political economy). Ten one-semester courses (30 credits) or eight one-semester courses (24 credits) and a master's thesis (6 credits) and six credits of thesis research, are required, with at least one course from four of the five fields; the remaining courses may be distributed across subfields as the student wishes. An average of B must be maintained in the course work. A comprehensive examination in one field selected by the student is required. Students applying for admission to the PhD program in political science at Fordham must pass two comprehensive exams. The MA comprehensive examinations may be taken at any time, irrespective of the number of courses completed.

The PhD Program prepares students for academic and non-academic careers in research and scholarship. The PhD is offered in *American politics* and in *political philosophy*. Applicants with an MA from another institution must satisfy the requirements of a Fordham MA. Should the department admissions committee identify a deficiency, courses in addition to the required 30 credits or a comprehensive examination may be required as a condition for admission.

The *political philosophy* doctoral program offers a thorough grounding in the history of Western political thought, together with a concentration on the basic issues of contemporary political philosophy. The program is offered in cooperation with the philosophy department.

The *American politics* doctoral program contains three areas of concentration. These are political institutions and behavior, political economy, and policy analysis. Students specialize in one of these areas of concentration.

All three concentrations offer a range of lecture courses annually. Tutorials are taught by various faculty and are designed to bridge the gap between lecture courses and the individual research required for dissertation work.

Political Science and Research and Methodology

POGA 6005 Nature of Political Inquiry (3) Staff

American Politics

POGA 5190 American Politics and Public Policy (3) Kantor
POGA 5200 Politics of Public Administration (3) Thomas
POGA 5230 Policy Analysis (3) Thomas
POGA 5265 Politics of U.S. Capitalism (3) Andrews, Fergus
POGA 5267 Politics and Communications (3) Andrews
POGA 5270 Structure of American Political Economy (3) Nelson
POGA 6110 Political Participation (3) Lawrence
POGA 6160 Congress (3) Fleisher
POGA 6175 Federal Court System (3) Regan
POGA 6220 Public Management (3) Staff
POGA 6280 Urban Political Economy (3) Kantor

Political Philosophy

POGA 6345 Late Modern Political Thought (3) Baumgarth
POGA 6347 18th Century Political Thought (3) Nichols
POGA 6385 Contemporary Political Thought (3) Baumgarth
POGA 8320 Colloquium: Greek Ethical Theory (3) Nichols

Comparative Politics

POGA 5500 Comparative Politics (3) Entelis
POGA 5510 Political Development (3) Entelis
POGA 6530 Political Economy of Development (3) Staff

International Politics

POGA 5600 Analysis of International Politics (3) Andrews
POGA 6621 International Law and Economic Development (3) Remec
POGA 6640 Politics of Global Economic Relations (3) Mills

Political Economy

POGA 5190 American Politics and Public Policy (3) Kantor
POGA 5265 Politics of U.S. Capitalism (3) Andrews, Fergus
POGA 5267 Politics and Communications (3) Andrews
POGA 5270 Structure of American Political Economy (3) Nelson
POGA 6250 Political Economy of Poverty: Domestic & International (3) Fergus
POGA 6280 Urban Political Economy (3) Kantor
POGA 6530 Political Economy of Development (3) Staff
POGA 6640 Politics of Global Economic Relations (3) Staff
POGA 6911 Political Risk Analysis (3) Entelis

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PSYCHOLOGY

Nancy A. Busch, *Associate Professor and Department Chair.* PhD, Pennsylvania State
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James S. MacDonall, *Assistant Professor.* PhD, Boston University
Henryk Misiak,* Professor Emeritus. PhD, Fordham
Alvin Pam, *Adjunct Associate Professor.* PhD, SUNY (Buffalo)
Mary E. Procidano, *Associate Professor.* PhD, Indiana
Marvin Reznikoff,* *Professor.* PhD, New York University
Manuel Riklan, *Adjunct Professor.* PhD, New York University
Kathleen M. Schiaffino, *Assistant Professor.* PhD, CUNY (City College)
John J. Shea, SJ, *Adjunct Associate Professor and Vice President for Student Affairs.* PhD, Catholic
Patricia O'Brien Towle, *Adjunct Assistant Professor.* PhD, Connecticut
Warren W. Tryon,* *Professor.* PhD, Kent State
Reesa M. Vaughter,*** *Professor.* PhD, Texas Technological
Luis Zayas, *Adjunct Associate Professor.* PhD, Columbia

*Bene Merenti
**On leave, Fall 1991
***On leave, Spring 1992

Departmental Requirements

The department admits only full-time students planning to work for the PhD degree. The MA degree is awarded as the first step in doctoral training. The department offers the PhD in three areas of specialization—clinical, developmental, and psychometrics.

The program of required and elective courses has been established in each area of specialization in order to meet mandated requirements for depth and breadth of program and is described in supplementary brochures prepared by the department. These brochures also contain more detailed information on admission requirements, detailed course descriptions, financial support and other pertinent matters. Copies may be obtained by writing the Office of Graduate Admissions.

The program for the PhD in clinical psychology includes a required one year internship in an approved clinical setting. In addition, throughout their training students in the clinical program need to demonstrate that they have the appropriate emotional and social skills necessary for effective clinical work. The clinical psychology program is approved by the Education and Training Board of the American Psychological Association.

General Core Curriculum: All students must complete the following core program requirements:

A. Research/Methodological Bases (21 credits)
B. History & Ethical Perspectives in Psychology (3 credits)
C. Introduction to Neuroscience (3 credits)
D. One course (3 credits each) in each of the following areas
   1. Cognitive/Affective bases
   2. Social/Individual bases

Program Curriculum Requirements: In addition to the above departmental core curriculum requirements, students must complete the core curriculum of their doctoral specialty. Students must take a minimum of 72 credits if entering with a bachelor's degree (42 if entering with an approved master's degree).

Clinical: A. Abnormal/Personality Core (9 credits); B. Assessment (12 credits); C. Intervention (9 credits).

Developmental: A. Developmental Core (12 credits); B. Developmental Electives (9 credits minimum); C. Supplementary Courses (6 credits minimum).

Psychometrics: A. Statistics/Research (15 credits); B. Individual Differences/Test Construction (9 credits); C. Supplemental Courses (12 credits minimum).

PSGA 5500 Differential Psychology (3) Moreland
PSGA 6000 Psychology History & Ethics (3) Fisher
PSGA 6020 Health Psychology (3) Schiaffino
PSGA 6110 Individual Mental Examination (3) Gilliam, Moreland
PSGA 6120 Projective Techniques (3) Reznikoff
PSGA 6130 Clinical Uses of the MMPI (3) Chabot
PSGA 6140 Developmental Assessment (3) Busch
PSGA 6200 Clinical Psychology (3) Berman
PSGA 6210 Psychotherapy Theories (3) Procidano
PSGA 6220 Theories of Personality (3) Tryon
PSGA 6250 Clinical Neuropsychology (3) Gilliam
PSGA 6260 Administration in Mental Health (3) Glenwick
PSGA 6300 Developmental Psychology Foundations (3) Vaughter
PSGA 6330 Cognitive Development (3) Higgins
PSGA 6350 Applied Developmental Psychology (3) Fisher
PSGA 6530 Developmental Psychopathology (3) Higgins
PSGA 6650 Introduction to Neuroscience (3) Gilliam
PSGA 6800 Introduction to Psychological Statistics (3) Walsh
PSGA 6830 Psychological Research Methodology (3) Geisinger
PSGA 6890 Applications of Statistical Software (3) Walsh
PSGA 7110 Clinical Diagnosis I (3) Procidano
PSGA 7120 Clinical Diagnosis II (3) Reznikoff
PSGA 7260 Psychological Services for Ethnic Minorities (3) Zayas
PSGA 7800 Analysis of Variance (3) Walsh
PSGA 7806 Multidimensional Scaling (3) DeCarlo, Due
PSGA 7812 Factor Analysis (3) DeCarlo, Due
PSGA 8030 Individual Reading (3) Staff
PSGA 8040 Independent Research (3) Staff
PSGA 8050 Research Practicum (3) Staff
PSGA 8060/8070 Research Seminar I/II (3) Staff
PSGA 8200/8201 Clinical Training Practicum I/II (3) Chabot
PSGA 8210/8211 Psychotherapy Practicum I/II (3) Staff
PSGA 8271 Seminar/Practicum in Child Therapy (3) Glenwick
PSGA 8350 Applied Developmental Psychology Practicum (3) Staff
PSGA 8999 Tutorial in Psychology (3) Staff

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SOCIOLOGY AND ANTHROPOLOGY

James R. Kelly,* *Professor and Department Chair.* PhD, Harvard
Rosemary Santana Cooney, *Professor and Assistant Chair for Graduate Studies.* PhD, Texas (Austin)
John J. Macisco, Jr.,* *Professor and Assistant Chair for Undergraduate Studies.* PhD, Brown
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Gerald M. Shattuck,* *Associate Professor.* PhD, Cornell
Johannes P. Van Vugt, *Assistant Professor.* PhD, California (Irvine)
*Bene Merenti

Departmental Requirements

Applicants for the MA program should have sufficient undergraduate preparation for pursuing advanced study in sociology, although particular deficiencies may be made up after admission to the Graduate School. The MA program emphasizes development of firm foundations in sociological theory and research methodology with some opportunity for specialization. For the PhD program, three areas of concentration are offered: Demography, sociology of religion, and ethnic/minorities.

For the MA, 30 credits of course work beyond the bachelor's degree or 24 credits of course work and 6 credits of thesis research are required. Students are eligible for comprehensive examination after completion of course work provided they have maintained a B average. Courses required for the MA include one semester each of theory, methods, and statistics. While it is not required that a student specialize in a particular area when pursuing the MA degree, it is possible to concentrate one's studies in the areas of demography, minorities, or the sociology of religion. In addition, a concentration in pastoral planning and research, designed for persons interested in increasing their skills in social research and planning for churches and religious institutions, is offered during the summer sessions. Contact the Office of Graduate Admissions for more information.

For the PhD, 60 credits of course work beyond the BA are required including at least 30 credits beyond the master's level (not including credits for courses required for the MA). These include two courses each of theory, methods, and statistics, normally Classical Sociology Theory and Contemporary Social Theories, Research Design I and II, and Graduate Statistics I and II. Upon completion of course work, the candidate is eligible for the comprehensive examination, provided the student has maintained an average of B+ in course work and completed one of the following: (a) one foreign language, normally French, German, or Spanish; or (b) one computer language, normally Fortran or Basic. At the discretion of the dean, another modern language or another tool of social research may be substituted.

Theory, Method, Statistics

SOGA 6101 Contemporary Social Theories (3) Cuneo, Kelly
SOGA 6110 History of Sociological Theory (3) Cueno
SOGA 6111 European Social Theory: 1890–1930 (3) McCarthy
SOGA 6200 Research Design I (3) Brown
SOGA 6201 Research Design II (3) Brown
SOGA 6300 Graduate Statistics I (3) Cooney
SOGA 6301 Graduate Statistics II (3) Cooney
SOGA 8013 Seminar: Thesis Preparation (0) McCarthy, Kelly

Demography

SOGA 5211 Computers in Social Research (3) Cooney
SOGA 5515 Aging and Health in Post-Industrial Society (3) Staff
SOGA 6500 Population (3) Brown, Powers
SOGA 6501 Techniques of Demographic Analysis (3) Staff
SOGA 6505 Analysis of Urban Migration (3) Macisco
SOGA 6506 Population Processes and Development Issues (3) Macisco
SOGA 6510 Population Policy (3) Powers
SOGA 6514 Labor Force Analysis (3) Cooney
SOGA 6519 Comparative Urbanization (3) Brown

Ethnic/Minorities

SOGA 5600 Minorities/Ethnics and Assimilation Theory (3) Fitzpatrick
SOGA 5610 The Sociology of Mental Illness (3) Rogler
SOGA 5612 Research on Mental Illness: The Case of Hispanics (3) Rogler
SOGA 5613 Multiculturalism in the United States (3) Van Vugt
SOGA 5730 Socioeconomic Issues on Cultural Adaptation (3) Gilbert
SOGA 5740 Environmental Pollution: Social, Economic and Ethical Dimensions (3) Gilbert
SOGA 6600 Sociology of Minorities (3) Brown, Gilbertson
SOGA 6601 Social Stratification (3) Gilbertson
SOGA 6605 Contemporary Issues in Race/Ethnicity (3) Gilbertson/Van Vugt
SOGA 6616 The Ecology of the Urban Community (3) Brown

Sociology of Religion

SOGA 6401 Sociology of Religion (3) Cuneo, Kelly
SOGA 6404 Contemporary Issues in Sociology of Religion (3) Cuneo, Kelly
SOGA 6470 Religion and Social Change in Latin America (3) Van Vugt

THEOLOGY

Richard J. Dillon, *Associate Professor and Chair of Department.* SSD, Biblical Institute
Mary C. Callaway, *Assistant Professor and Assistant Chair for Graduate Studies.* PhD, Columbia
Richard R. Viladesau, *Assistant Professor and Assistant Chair for Undergraduate Studies.* STD, Gregorian
Stephen Babos, SJ.* *Associate Professor.* PhD, University of Ottawa
Richard C. Bayer, *Assistant Professor.* PhD, Union.
Madeleine I. Boucher, *Professor.* PhD, Brown
Robert T. Cornelison, *Assistant Professor.* PhD, Emory
Ewert H. Cousins,*† *Professor.* PhD, Fordham
Avery Dulles, SJ, *University Professor, McGinley Chair in Religion and Society.* STD, Gregorian
William V. Dych, SJ, *Associate Professor.* Dr Theol, Munster
Charles H. Giblin, SJ,* *Professor.* SSD, Biblical Institute
John J. Heaney,* *Professor Emeritus.* STD, Institue Catholique
Julius E. Hejja, SJ,* *Assistant Professor.* STD, Gregorian
Alfred T. Hennelley, SJ, *Professor.* PhD, Marquette
Elizabeth A. Johnson, CSJ, *Associate Professor.* PhD, Catholic
James F. Keenan, SJ.† *Assistant Professor.* STD, Gregorian
Joseph T. Lienhard, SJ, *Professor.* Dr Theol, Habil Freiburg
Mark S. Massa, SJ, *Assistant Professor.* ThD, Harvard
Joseph F. Mitros, SJ,* *Professor Emeritus.* PhD, Fordham
Donald J. Moore, SJ,* *Professor.* Dr. ès SciRel, Strasbourg
Harry P. Nasuti,** *Associate Professor.* PhD, Yale
Jose V. Pereira,* *Professor.* PhD, St. Xavier's College (Bombay)

*Bene Merenti
**On leave, Spring 1992
†On leave, 1991-92

Departmental Requirements

The department offers both MA and the PhD in theology with concentrations in three areas of specialization.

For the MA: The MA in theology provides a solid foundation in the disciplines of biblical studies, historical theology, and systematic theology, as well as an opportunity to concentrate in one of these areas. Thirty credits are required for the MA. (See below for additional requirements for students in biblical studies.) Of these, 18 credits must be the core courses in each of the three areas: two each in biblical studies, contemporary systematics and historical theology. The core courses to be taken by all MA students are as follows: *Biblical Studies:* Introduction to the Old Testament (RSGA 5280); Introduction to the New Testament (RSGA 6040); *Historical Theology:* History of Christianity I (RSGA 5300); History of Christianity II (RSGA 5301) (substitution for one of these courses with a course in comparative religion may be done with departmental approval); *Systematic Theology:* Fundamental Theology (RSGA 5600); Fundamental Moral Theology (RSGA 6720) (Substitution by another course in moral theology may be done with departmental approval).

The remaining credits are those chosen by the student within the chosen area of concentration. A reading language of either French or German fulfills the modern language requirement. In addition to the 30 credits for the MA, students in biblical studies must take an additional two courses in Greek. At the completion of course work, the student must pass a comprehensive examination.

For the PhD: The department offers three areas of specialization: biblical studies, historical theology, and contemporary systematics. At least ten courses (30 credits) beyond the MA are required. Seminars are required, the number of which will be specified by the respective areas. The doctoral program requires reading competency in French and German; in addition, doctoral students must establish reading competency in Latin if the primary sources of their area of research are in that language. Students must also establish reading competency in other languages that are necessary for their dissertation research. The program in biblical studies include additional requirements in Hebrew, Aramaic, and Greek.

Comprehensive examinations are conducted in the area of specialization (two) and in another minor area (one). All areas must be approved by the department chair. The student develops a thesis proposal under the direction of a mentor and two official readers. The thesis then is approved by the members of the graduate theology faculty. Once written, the dissertation is defended by oral examination. Upon completion of all requirements, the degree is then awarded by the University.

Biblical Studies

RSGA 5001 Hebrew Readings I: Prose (3) Callaway
RSGA 5210 Paul in Greek (3) Giblin
RSGA 6040 Introduction to New Testament (3) Boucher
RSGA 6100 The Gospel of Matthew (3) Dillon
RSGA 6215 I and II Corinthians (3) Giblin
RSGA 7041 Biblical Narrative (3) Callaway

Contemporary Systematics

RSGA 5600 Fundamental Theology (3) Viladesau
RSGA 6600 Theology of Grace (3) Dych
RSGA 6610 Eschatology (3) Dych
RSGA 6616 Contemporary Theology of the Trinity (3) Viladesau
RSGA 6620 God in Contemporary Theology (3) Johnson
RSGA 6655 Eucharist Today (3) Babos
RSGA 6731 Christian Social Ethics (3) Bayer
RSGA 6735 Theories of Distributive Justice (3) Bayer
RSGA 7730 Liberation Theology (3) Hennelly
RSGA 8625 Seminar: Uses of Scripture in Catholic Theology (3) Dulles

Historical Theology

RSGA 5066 Medieval Art and Spirituality (3) Cousins, Herschman
RSGA 6425 St. Augustine: Historical Methods (3) Lienhard
RSGA 6535 Nineteenth-Century Theology (3) Cornelison
RSGA 6552 History of Theology in America (3) Massa
RSGA 8290 History and Theology of the New Testament Canon (3) Lienhard

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